

## CHAPTER 3. PROBLEMS OF PSYCHOLOGY

### §3.1. DEPRESSIVE FACTORS IN ADOLESCENTS

At different times, the focus on child rearing has been at different levels. History has shown many times that a society that does not think about the future of its generation will fall into crisis and disintegration.

Today, the majority of the population of Uzbekistan is young. Young people's worldview, life goals, social goals, how to behave are in line with the future of our country. Also, the worldview of young people in the process of education, the formation of life goals, the implementation of these goals as a subject of activity depends on the psychological state and individual characteristics of the individual and the importance of factors influencing it.

Factors influencing the achievement of activity goals have both positive and negative qualities. Among the factors that interfere is a person's emotional tension. Problems related to a person's emotional states and their place in various activities and relationships have been studied in depth in the science of psychology.

American psychologist R. Lazarus, who studied the problem of emotional states, proposes to distinguish between the concepts of physiological and psychological stress in order to fully understand the essence of the concepts of emotional tension and stress. According to him, these cases differ from each other depending on the nature of the stimulus, the mechanism of occurrence and the type of response.

Emotional tensions in the learning process can manifest with varying degrees, strength, and quality. These include stress, frustration, anxiety, aggression, depression, and more. Depression is an emotional state in which a person experiences negative emotions such as depression, depression, and low self-esteem, which can negatively affect a person's development. During depression, a person's self-confidence decreases, which in turn can negatively affect his ability to set big goals for himself and enter into interpersonal relationships. This can be even more dangerous, especially during adolescence, and its personality formation can play an important role in the composition of individual characteristics.

Based on the above considerations, we have identified the problem of identifying factors influencing the formation of depressive behavior in adolescents as a research problem.

The aim of the study was to determine the factors that cause depression in adolescents and their impact on the formation of adolescent personality.

Research tasks :

1. Analysis of the psychological and pedagogical literature aimed at determining the role of factors that cause depressive states in adolescents.

2. To study the role of factors influencing the development of depressive states in adolescents in the process of learning activities and interpersonal relationships.

3. Identify ways to overcome the effects of factors that cause depression.

4. Monitoring the dynamics of the depressive state of adolescents in the process of learning activities and interpersonal relationships.

5. Design and conduct psychological-diagnostic experiments aimed at studying the level of development of depressive states.

6. Development of a psycho-correction program to help overcome depression, to determine the effectiveness of its implementation

7. Development of practical pedagogical and psychological recommendations for educators, parents and adolescents to overcome depression.

**Object of research :** 14-15-year-old adolescent boys and girls

**Research base:** 8-9th grade students of Namangan district secondary school of Namangan region.

Subject of research: the state of depression in adolescents and the factors influencing it

Research methods: Interview, transmission, TIBalashova's scale for the detection of depression, methods for determining the level of self-esteem

Scientific hypothesis of the research:

Low self-esteem may be the most important factor in the development of depression in adolescents;

**Methodological basis of the research :** socio-philosophical and psychological-pedagogical views of Eastern philosophers and thinkers, the Law of the Republic of Uzbekistan "On Education" and the "National Program of Personnel Training" and President Sh. M. Mirziyoyev's treatises on the development of a harmoniously developed generation and the education of a comprehensively mature person.

Scientific novelty of the research: 1) the generalization and systematization of existing knowledge about depression in the study;

2) the influence of various factors on the occurrence of depressive states has been identified;

3) analysis of the results of research to determine the degree of development of depressive states in adolescents;

4) the characteristics of the depressed state are clearly expressed using the data obtained.

Scientific and practical significance of the research results: 1) the results of the research will enrich the content of the principle of development in psychology;

2) the completion of ideas about the depressive state of the person; 3) to organize the educational process taking into account individual-psychological and national characteristics; 5) It can serve to demonstrate once again that it is possible to increase the effectiveness of education through the formation of the ability to control and manage stressful situations and stress in adolescents.

Methods for diagnosing behavioral depression

Nowadays, the study of the nature of emotional tensions, as well as the nature of depression, the study of its manifestations, their prevention has risen to the level of a more pressing problem.

Several scientists have studied the manifestations of depression. There are objective and subjective methods of assessing the degree of depression.

Objective methods include assessment of the cardiovascular and respiratory systems, assessment of the activity of the autonomic nervous system, assessment of psychomotor reactions of the body during depression, and other methods.

The most commonly used physiological methods in assessing the condition of the cardiovascular and respiratory systems - recording the frequency of heartbeats; determination of blood pressure readings; electrocardiography; is to determine the depth and frequency of breathing.

In recent years, the use of the complex study method of depression and stress has become increasingly popular. This is because the body responds in a complex and systematic way to the effects of stress. Therefore, the study of the interaction of the nervous, humoral, cardiovascular and muscular systems is of great interest.

In this regard, the views expressed by scientists from the Bulgarian Institute of Hygiene are noteworthy. According to him, separately studied reactions provide less information than complex studied reactions. One of the simplest and quickest methods of assessing functional states during stress is the method of measuring the heart rate (pulse).

The study found that freshmen had a pulse rate of 79 to 98 beats per minute during exams. Heart rate during the exam is different from normal. During the exams, the pulse reached 120-150 in 3.8% of students, and even tachycardia and bradycardia were observed in some students. Especially in students with a weak nervous system, the effects of the sympathetic and parasympathetic nervous systems are clearly observed, and the stress is very severe.

Studies have shown that the degree of depression depends not only on the strength of the factors that cause it, but also on the type of higher nervous activity of the person feeling it.

Subjective methods of assessing the level of depression include psychological (sheet and projective) tests, introspection, recording the control of their emotional state, and others.

In modern psychology, many tests are used to study the different components of stress and other depressions. Some tests study the subjective components of the disorder, while others examine their vegetative manifestations.

The use of sheet tests may not allow a complete analysis of the causes of depression. In such a situation, the use of the method of introspection, i.e. self-analysis while determining the causes of tension, provides more information. With the onset of the first signs of emotional distress, it is advisable to ask the following standard questions.

- Am I overwhelmed by negative emotions?
- What am I thinking about now? (Is it about how to solve the problem, or why is it all like this?)

- How are my muscles? Do they have excess voltage?
- How do I breathe? (calm down, or struggling?)

In stress analysis, all attention should be focused not only on the problem, but also on an in-depth analysis of the situation. Bunda:

- its development potential;
- to their own movement qualities during stress;
- It is necessary to pay attention to the consequences that occur after the completion of the main actions.

A condition that causes depression is an event or phenomenon that can trigger stress-related reactions. To determine it, he must ask himself the following questions.

- What influenced the development of depression?
- When did this happen?
- What did I do?
- Who was with me?
- What thoughts did I have before the tension started?

Consequence is a condition that occurs immediately after a reaction (or an assessment of whether or not the reaction is compatible with the strength of the stimulus). To determine this, the following questions must be answered:

- What happened after the tension passed?
- How did I assess the situation?
- How long have I been feeling the effects of stress?
- myself, b others, or the situation?

Self-monitoring is the key to exploring the factors that cause depression and ways to overcome them. If a person makes a serious effort to analyze his problems, this is the first step towards overcoming them.

Throughout his life, everyone is faced with situations in which it seems to him that this difficult experience is ruining his normal life. Experiencing such situations often weakens the perception of the environment and its place in that world. The study of

behavior aimed at overcoming difficult experiences is based on the research of foreign psychology.

This research is based on the mechanism of coping behavior. (Coping is an individual type of interaction with a situation according to personal logic. A. Maslow was the first to address the problem of coping behavior. The concept of "coping" comes from the English word "cope" - to overcome.) In Russian psychology, it is understood as adaptive or occupational behavior or psychological overcoming. The task of coping is to adapt the person as well as possible to the requirements of the situation.

Coping strategies occur in three frameworks.

1. Behavioral circle;
2. Cognitive circle;
3. Emotional circle.

The process of learning how to overcome life's challenges during adolescence continues to be active. The role of adults, who are always supportive, is invaluable.

The coping behavior of adolescents has not yet been studied and divided. The main purpose of the study is to study the types of behaviors of adolescents in relation to the content of the stressogenic socio-psychological situation. The nature and types of susceptibility to the event that causes depression depend on the content of the socio-psychological situation. The study focuses on the following issues: to determine the extent to which adolescents' exposure to stressors and their characteristics depend on the sphere in which they occur, to determine strategies for coping with stress in adolescents and young adults, 'Assessing the potential manifestations of the socio-psychological adaptation of smiles.

Based on the research of ENTumanova and taking into account the specific crisis situations in the lives of adolescents, a survey "Coping-strategy in a crisis situation" was developed for adolescents. Adolescents are instructed to identify the types of exposure to the following life events. These are: family (family quarrels), relationships with friends (disagreements with friends), relationships with adults (disagreements with the teacher), learning activities (failure in written work), health (illness, trauma)). In order to assess the form of vulnerability, considerations related to this or that coping strategy are offered.  
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A. Behavioral Coping Strategy:

- Active overcoming, altruism; - Partially adaptive;
- Drive - Seek social assistance;
- Nonadaptive; - Not joining anyone;
- Leaving the real situation.

B. Cognitive Coping Strategy:

- Adaptive; - Search for a solution to the problem;
- Content study; - Partially adaptive;
- Rejection; - Avoid the problem;

Losing oneself. - Rely on the opinion of other close people;

V. Emotional Coping Strategy: Relying on the opinions of other loved ones;

- Adaptive;
- Gathering consciousness;
- Partially adaptive;
- Seek emotional help;
- Pressing emotions;
- Feelings of guilt;

The study involved 217 students aged 13 to 16 in one of the schools in Saratov. By analyzing and summarizing the obtained indicators, commonalities and differences in the views of adolescents corresponding to periodic groups were identified.

The norm of the adaptive strategy of a group of young and old adolescents to overcome a crisis situation does not change. The nonadaptive form of susceptibility may decrease with age for the possibility of implementing a partial adaptive coping strategy. There will be nonadaptive types of stressful situations in early adolescence. During adulthood, partially adaptive forms of sensitivity are observed mainly in early adolescence. In older adolescents, as in younger ones, the indicator of adaptive stress management strategies is defined primarily as large within family relationships. From this, it can be said that adolescents are more adaptable to the difficult life situations that arise in family relationships.

As adaptation to the difficult life situations of older adolescents increases, there is an increase in health impairment in problematic situations during early adolescence, and a decrease in adaptive strategies for coping with stress in the context of health problems in older adolescents. The self-determination of this situation depends on the further increase in the value of health at the stage of solving the problems of the formation of personal independence. Physical trauma or a painful illness may seem unbearable to a teenager, destroying too much mental power. Thus, foreign psychologists have conducted theoretical and empirical studies of the manifestations and course of depression in adolescents. These studies are of great importance today.

Thus, it is possible to diagnose the stresses that arise in a person's behavior, in the process of relations with others, and under the influence of socio-economic conditions, and to observe the dynamics of its development.

#### **An analysis of the results of an experimental study of depression in adolescents**

The upbringing of a comprehensively mature and harmoniously developed generation is a complex, multifaceted and responsible process, which is the most important period in its formation and maturity. Depression can have serious and negative effects on a person's development if it is not detected and treated in time.

Depression is a change in the adolescent's psyche that results in nervousness, fear, anxiety, depression, depression, low self-esteem, and, in the most severe cases, suicide. cases are also observed.

As a result, it is important to identify changes in students during adolescence, to prevent depression and its consequences, to work with adolescents who are prone to depression, and to understand their identity. The formation of a well-rounded person is the most pressing issue for this period. The experimental part of the dissertation focused on one of the most pressing issues - the tendency to depression in adolescents.

Experimental research was conducted in Naryn district of Namangan region conducted at the Pedagogical College.

In the first phase of the study, its goal was to diagnose the predisposition and manifestations of depression in adolescents, emotional stress in adolescents - the state of depression and their personality traits and self-esteem. Important goals have been set, such as the study of depression, the study of depression and ways out of it, the search for ways to prevent depression. The examiners participating in the study were selected and explained to them in accordance with the guidelines.

The scale of the study of depression is adapted by TIBalashova and lasts for 20-30 minutes. Students will be given the following instructions: Without thinking long and hard about the following 20 questions, choose one of the answers: "Never", "Rarely", "Sometimes", "Often", "Almost always". they determine."

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In the second stage of the survey (data collection), the respondents were given the answer sheet and the text of the questionnaire, and the answers were collected. Students answered 20 questions.

In the third stage, which consisted of analyzing the results of the study, the key to the methodology was used. The degree of depression is determined using the following formula:

$$DD = W_{\text{right}} + W_{\text{reverse}}$$

$$W_{\text{correct}} = 1, 2, 3, 4, 7, 8, 9, 10, 13, 15, 19$$

$$W_{\text{reverse}} = 2, 5, 6, 11, 12, 14, 16, 17, 18, 20$$

If the result is less than 50 points - there is no I-depression:

50-59 points - II- mild depression

60-69 points - III - subdepression, ie masked

Up to 70-80 points - IV- represents true depression.

During the study, the respondents 'answer sheet was quantified without moc to the method key.

Qualitative analysis of the results shows that the average score of the group was 43.1 points. This suggests that almost all of those surveyed did not have depression. 26.6 % of the subjects had a mild degree of depression and 74.4% had no depression at all.

predisposition to depression in adolescents and the level of self-esteem, a methodology was used to determine the level of self-esteem of the individual.

### **Quantitative expression of the level of self-esteem.**

**Necessary equipment.** Words that characterize certain qualities of a person include care, carelessness, thoughtfulness, irritability, intelligence, pride, rudeness, cheerfulness, caring, jealousy, shyness, sincerity, inquisitiveness, whimsy, confidence, procrastination, fantasies, fantasies,, tenacity, elegance, ease, nervousness, cowardice, lack of self-control, attractiveness, irritability, caution, courtesy, pedantry, mobility, suspicion, principledness, poetry, envy, openness, slyness, foolishness, boldness, boldness, boldness, boldness, boldness, boldness, boldness, boldness, boldness, boldness, boldness self -forgetfulness, composure, sadness, modesty, endurance, cowardice, curiosity, perseverance, resentment, indifference, initiative.

**Completion of the experiment.** The following method is used to find a quantitative expression of the level of self-assessment.

The examinee first finds words from the above words that describe the qualities he or she has. Then he finds the words he wants to have in himself.

The examinee carefully examines the given words and then writes them in two lines (10-20 words per line). In the first line he writes words that correspond to his ideal, and in the second line he writes words that do not belong to him. The second line can be conditionally called "anti ideal". The words in the first line are the "positive" plural, and the words in the second line are the "negative" plural. They are the criteria.

selects the words that correspond to the qualities he has from the "positive" and "negative" plurals. In doing so, the test taker should consider whether or not he or she has these qualities ("Yes" or "No").

**Results analysis.** The number of adjectives selected by the examinee is counted for each plural and divided by the total number of words in the corresponding criteria series. If the coefficient on the positive plurality is close together, it means that the test taker overestimated himself and was not critical of himself. The fact that the coefficient on the negative plurality is close to zero on the positive plurality is an inadequate self-assessment.

A coefficient close to 0.5 indicates that the subject has a normal, moderate self-assessment.

-critical, without overestimating himself.

**To study a person's self-satisfaction.**

It is recommended to answer "yes", "no", "did not know" to the questions below.

- 1.Are you happy with yourself?
- 2.Do disagreements between people make you nervous?
- 3.Do you know when you took an independent step into life?
- 4.It's nice to feel different in different situations  
do you see
- 5.Do you know the serious flaws in your nature, except for the crap?
- 6.Do you feel like you don't know what your desire is?
- 7.Do you know the real cause of it when you are sick?
- 8.Do you regret not being able to fully unleash your personal potential?
- 9.Can you control yourself if some issues contradict your views?
10. Do you react to some events without realizing it?
11. Are you always in a hurry due to lack of time? Do you just go from job to job?
12. Do you have anything to worship?
13. Do you believe in your will in difficult circumstances?
14. Do you think that "life has changed, people do not pay attention to good and evil"?
15. If he criticizes you, do you reject him a little without protesting?

**Results analysis.**

1,3,5,7,9,11,13 - 10 points for the answer "yes" to the questions,  
2,4,6,8,10,12,14,15 - 10 points for the answer "no" to the questions, 5 for the answer "I did not know" points.

**1. 100-150.** You are satisfied with yourself, you know what you are capable of. You will successfully pass any difficult conditions. Without a strong will, some would consider it a flaw.

**2. 50-99.** You are not so satisfied with yourself. It often gives you a reason for insecurity. Be more demanding of yourself.

**3. 0-49.** You don't know your worth. Respect yourself. Try to get rid of insecurities and bad feelings. Do not be afraid to do what is necessary and necessary.

Methodological analysis of results is carried out as follows. The number of adjectives selected by the examinee is counted for each plural and divided by the total number of words in the corresponding criteria series. If the coefficient on the positive plurality is close together, it means that the test taker overestimated himself and was not critical of himself. The fact that the coefficient on the negative multiplicity is close to zero is an underestimation. A coefficient close to 0.5 indicates that the subject has a normal, moderate self-assessment. At the same time, he saw that he was self -critical, without overestimating himself. The data obtained are presented in Table 2.

A comparative analysis of the data obtained showed that adolescents with low self-esteem may be more prone to depression. Adolescents who value their own abilities and other characteristics are less likely to develop a tendency to such behavior. Depression manifests itself in the various difficulties of life, in the solution of problems in interpersonal relationships, in the ability to control oneself in failures and failures, in the perseverance in achieving one's goals.

**Methods of correcting behavioral depression**

Experts say there is a cure for mental depression. In this case, the full assistance of a specialist psychologist may be required. Listening to the client during the conversation reveals what psychological reasons led the person to depression. Later, the psychologist will be able to work in two directions at the same time.

The psychologist performs the necessary psycho-correction treatments. If the depression is really mental, treatment with a psychiatrist and medication is not necessary. Verbal mental support is sufficient.

Everyone should assess their mental state correctly and be well aware of the measures to prevent and prevent depression. To do this, it is necessary to organize their time properly, to maintain the joys and passions of life, to take care of the body, to have a physical culture, to work in the company of people they like the most and to be with them. should also know how to share their problems. Peace of mind and order make life easier, help it to go smoothly.

of depression prevention and psychohygiene.

**Power recovery.** Prevention is to carefully monitor the area where the power is lost or depleted. This happens when a person acts with a sense of duty and expends a lot of energy in this action. For example: at work, driving a car, or even washing dishes in the evening after work.

**Proper organization of leisure time.** It is necessary to pay attention to a good night's sleep, to organize breaks, sports, daily routines, weekly plans, to try to organize a rhythmic life. Because experience has shown that any depression is caused by fatigue.

**Caring for values.** In order to maintain the joy of life and passion for it, it is necessary to pay attention to pleasant things. Existence and survival in life should preserve the fundamental feeling in a person and try to strengthen it as much as possible. For this, the experience that arises from a person's attitude to values or health is important, and in this regard, the following is taken into account:

to pay attention to pleasant experiences, realizing that where there is joy, there is life. It is not enough to know these experiences, it is useful to experience and fulfill them, it is necessary to enjoy these pleasant experiences and spend time on them, to pay attention to relationships, to appreciate the basic things for a person is the culture of life, body care, it is necessary to exercise, to do sports, to pay attention to one's good physical condition. The body for the senses is like a candle, like a candle for the fire.

The depressive "ideal" pace needs to be critically changed. It is not always good to be humble and timid. Such people do not tell anyone about their pain in all unpleasant situations, they swallow it. They become depressed and have low self-esteem. Life is very difficult for them, they suffer a lot and it seems that they are unhappy.

**People who are depressed, the following can be recommended:** The most important thing for you and the first way to protect you is your ability. Depression is a temporary condition, so stay calm and relaxed.

learn how to protect yourself from this situation, look carefully at:

- Calm yourself; Solve the problem yourself and get out of this situation;
- Be optimistic and learn to defend yourself, not to run away from them;
- Take what you need and take out the rest; In depression, your attention is

distracted, so do not solve important problems. Following these tips will help prevent depression.

### **Conclusions and recommendations**

Qualitative analysis of the results of psychodiagnostic surveys, aimed at revealing the specificity of the state of depression in human behavior, it is possible to draw the following conclusions:

- Depression can affect many different aspects of the human psyche. This is manifested primarily in the general emotional state, that is, the person in this state of mind becomes sad, depressed, pessimistic.

- During depression, social norms and standards are ignored. He may not even pay attention to his appearance;



- Depression manifested in activity leads to decreased ability to work and increased fatigue, and frequent or prolonged depressive states can change a person's character and even create new negative character traits.

- The onset of depression, such as stress, anxiety, aggression, frustration, anxiety, and other emotional tensions, is also caused by an inability to adequately assess oneself and personal conflicts.

- Insufficient development of communication in a person is one of the main factors that cause them to be depressed.

- Frequent recurrences of failures and setbacks in activity can create the most favorable conditions for the occurrence of a depressive state.

Based on the above conclusions and practical recommendations based on the idea of educating a perfect person to prevent various negative consequences of depression. Including:

We believe that parents should pay attention to the following:

- Children should be given spiritual support and encouragement when faced with various levels of difficulty, and at least verbal encouragement when they succeed;

- The child should not be criticized ;

- It is necessary to create conditions for them to freely express their potential.

In educational institutions, teachers and educators should pay attention to the following:

- Development of talents and abilities of students;

- To instill in students a sense of self-confidence;

- Not to criticize students who do not master well, not to fight in front of students;

- To prevent and correct the depressive state of students, school psychologists

should perform the following important tasks:

- To study the qualitative changes in the mental and personal development of children at any age, to control the "crises" of adolescence;

- Regular monitoring of children's mental development, prevention of negative disorders, taking measures to correct and eliminate deficiencies;

- Carrying out psycho-correctional work with adolescents with inadequate self-esteem and aggression;

- Advising school administrators, teachers and parents on psychological problems in education;

- Conducting individual and group counseling for students on reading, self-education, life choices and other issues;

- Development of practical measures to ensure that young people are engaged in socially significant activities, as well as their greater involvement in vocational education;

- Organization of training sessions to overcome depression; fostering a sense of self-confidence and strength;

- Development of independent thinking skills;

- Training in self-control and management in negative emotional situations;

- Every child should have a conscious attitude to his personality.

Also **d depression \_ in position which was \_ to people the following recommended reach can:** You for eng important and you protection do first yo ` l is your ability. Depression is a temporary condition, so stay calm and relaxed.

learn how to protect yourself from this situation, look carefully at:

- Calm yourself; Solve the problem yourself and get out of this situation;

- Be optimistic and learn to defend yourself, not to run away from them;

- Take what you need and take out the rest; In depression, your attention is distracted, so do not solve important problems. Adherence to these recommendations, as noted by the President, will ensure positive results in the implementation of such an important task as the development of a sane, free-spirited, confident person.