

# FACTORS OF EXTREMISM IN UNORGANIZED ADOLESCENT ENVIRONMENT (PSYCHOLOGICAL ASPECT)

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## Abstract

Among the group socio-psychological factors, the following can be distinguished: attitudes, prejudices of parents; views, beliefs of the reference group (including a group of peers); influence of authoritative persons in the conditions of the reference group, etc. stress as a result of social modernization and integration/disintegration processes in society; The above factors act along with personal factors, among which are: ideas, attitudes of adolescents; individual psychological characteristics (increased suggestibility, aggressiveness, low sensitivity and a sense of empathy, individual characteristics of reactivity and the course of mental processes); emotional characteristics (a state of mental tension).

**Keywords** extremist activity, disorganized youth, religious organizations, tolerant behavior, self-realization, vital activity.

## INTRODUCTION

The main objectives of the prevention of extremism: Instilling in students attitudes of recognition, observance and protection of human and civil rights and freedoms, compliance with laws; Formation of norms of social behavior characteristic of civil society; Increasing the role of the family in developing norms of tolerance in children and reducing social tension in society; Countering extremism through public organizations, student self-government; Introducing the practice of norms of tolerant behavior into the school environment; Raising law-abiding citizens who are confident in the inevitability of punishment for carrying out extremist activities; Practicing safe behavior skills for students during the threat of a terrorist attack. When organizing work to prevent youth extremism, it is necessary to take into account

that it is a system that includes several levels:

At this level, it is necessary to implement general preventive measures aimed at increasing the life opportunities of young people, reducing the feeling of insecurity and lack of demand, and creating conditions for their full self-realization and life activity. 2. Young people who are in a situation of possible "falling" into the field of extremist activity (youth in the "risk zone"). In this context, activities to prevent extremist manifestations among youth should be aimed at young people whose life situation suggests the possibility of their inclusion in the field of extremist activity. These categories may include: - children from dysfunctional, socially disoriented families, with low socio-economic status, insufficient intellectual level, and with a tendency to transmit deviations (alcoholism, drug

addiction, physical and moral violence); - “golden youth”, prone to impunity, permissiveness, extreme leisure and considering participation in an extremist subculture as a natural form of pastime; - children, adolescents, young people with a tendency to aggression, forceful methods of solving problems and disputes, with undeveloped skills of reflection and self-regulation; - carriers of youth subcultures, participants in informal associations and street groups prone to deviations; - members of extremist political, religious organizations, movements, sects. When organizing preventive work, it is important to take into account the socio-economic and age characteristics of the different periods in which adolescents and young people find themselves. The most dangerous, from the point of view of entering the field of extremist activity, is the age from 14 to 22 years. At this time, there is an overlap of two important psychological and social factors. Psychologically, adolescence and youth are characterized by the development of self-awareness, a heightened sense of justice, and the search for the meaning and value of life. It is at this time that the teenager is preoccupied with the desire to find his group, the search for his own identity, which is formed according to the most primitive scheme of “us” - “them”. He is also characterized by an unstable psyche, easily susceptible to suggestion and manipulation.

Socially, most young people aged 14 to 22 find themselves in a marginal position, when their behavior is not determined by practically any socio-economic factors (family, property, promising permanent job, etc.). In this regard, the main actions to reduce extremist manifestations among young people should be focused on: - optimizing the social environment (in general) in which young Uzbeks find themselves, improving it, creating spaces for constructive interaction in it, stimulating positive emotions from participation among young people in the implementation of social projects, from the analysis of achievable prospects, as well as from real experience in solving the problems of the younger generation; - creating mechanisms for effective influence on the process of socialization of a young person’s personality, including him in

the socio-cultural space of the immediate community and society as a whole. The result of such work should be the formation of a tolerant, responsible, successful personality, focused on the values of citizenship and patriotism; - development of a system of psychocorrective work aimed at preventing non-normative aggression, developing skills of social interaction, reflection, self-regulation, developing skills of tolerant behavior, leaving destructive cults, organizations, subcultures. When studying school subjects such as the basics of life safety and social studies, use the opportunities of educational programs to develop the legal education of students. “Literature”, “History” will help draw students’ attention to the cultural and historical heritage of other peoples, how they enriched Uzbek culture, and how they contributed to the development of our country. These disciplines should contribute to the formation in them of such qualities and capabilities as: a sense of Uzbek patriotism, citizenship, responsibility for the life of their country, the preservation of its spiritual and cultural heritage; tolerance, tolerance for the manifestation of individuality by other people; respecting the rights of other people to have different points of view; ability to independently analyze information, including social science, political, economic, social information; the ability to independently choose one’s position, make decisions, and understand their consequences; implementation of their social roles in society, family, and work collective. The traditional goal of civic education in an educational institution is the formation of legal knowledge and rules of behavior in society. Schoolchildren need legal knowledge not on its own, but as a basis for behavior in various everyday situations that have a legal meaning. The main activities may be: - coordination of interaction with the commission on minors, juvenile departments, the city court, the prosecutor's office in order to attract cooperation in holding parent meetings, pedagogical councils, classes in educational institutions; - organizing and conducting elective courses on the problems of legal education; holding round tables on current issues of legal education and the formation of law-abiding

behavior of schoolchildren with the involvement of the parent community and law enforcement agencies; - conducting classroom hours with the aim of students mastering universal human norms of morality and behavior; consideration of issues of crime prevention, legal education, formation of law-abiding behavior of students at boards, pedagogical councils, at Prevention Councils, class meetings; - holding parent meetings on the problem of developing law-abiding behavior in students; - organization of individual meetings of students and their parents with social teachers, psychologists, law enforcement officers on issues of legal education and the formation of law-abiding behavior of students; - providing legal assistance to minors and their parents on issues of protecting the rights and legitimate interests of families and students.

It is important for teaching staff to intensify work among students to reveal the essence and activities of extremist organizations and groups. Work in this direction should be carried out jointly with the internal affairs bodies, with the involvement of student self-government, the parent community, and public organizations. It is necessary to organize the work of consultation centers in schools for students and parents with the involvement of school psychologists, social educators, and inspectors of juvenile affairs units on legal issues and resolution of conflict situations in the family and school. Work with children and adolescents to develop legal competence is built taking into account a differentiated approach, age and individual characteristics. When carrying out preventive work with young people, especially teenagers, it is important to take into account that the actions they commit are largely determined by group norms. They are characterized by imitation, psychological dependence on the leader and group, and the desire to show themselves as a supporter of the proclaimed values. Thus, any teenage groups and communities are also a medium for socialization and personality formation. Increasing the psychological and pedagogical competence of parents involves teaching parents knowledge and skills that contribute to effective and developmental

behavior in the family. To successfully organize work on the prevention of crime among children and youth in an educational institution, the following is necessary: systematic and differentiated work in all spheres of students' life; ensuring parents have a positive public opinion about the work of the educational institution in crime prevention; support for school self-government, formation of activists in all target groups and self-development programs (teachers, students, parents); analysis of the effectiveness of preventive work carried out by class teachers and social teachers.

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