

FORMATION OF PROTECTIVE MECHANISMS IN THE PERSONALITY OF A TEENAGER

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Abstract

The purpose of this study is the formation of protective mechanisms in the personality in adolescence. In this study, an observation method was used - with the help of this method, the daily educational activities of students were systematically monitored, and the information collected was recorded in a special diary as well as psychological tests: the methodology for determining the protective mechanism of personality (developed by the author), a questionnaire to determine the nature of subjective local control (developed by S.R.Panteleev, V.V.Stolin), determination of the nature of personality aggressiveness by the Bass-Darky method. This study was conducted to obtain accurate data, the data collected on the basis of the studied literature and the results of the conducted research contributed to the identification of protective mechanisms in the personality of a teenager. Also, the generalization and systematization of sources obtained from experimental work on personal protection mechanisms contributes to the improvement of the younger generation, who are brought up in educational institutions, as a necessary member of society. Based on this, teenagers can be effective tools in solving various problematic situations, the ability to rationally get out of them. The findings can be widely used in their work by practical psychologists, parents and employees of an educational institution. the relationship between the two variables. The results showed that the occurrence of aggressive states in adolescence may be associated with emotional states in them. Because if we look at the situation based on the psychological characteristics of adolescence, this period is the most dynamic in personal maturation, saturated with emotions and determined by the power of aggression. Therefore, it is necessary to form emotional management skills in the personality of a teenager. And this, in turn, will help to avoid various aggressive situations that arise in the personality of a teenager.

Keywords: the personality in adolescence, protective mechanisms, the formation, problematic situations

1. Introduction

The term protective mechanism was first introduced in 1894 introduced into science by Z. Freud. In the future, as a result of an increase in the volume of research in this area, its practical and Theoretical significance also increases. Psychological protection is an unconscious mental process aimed at protecting a person from negative experiences. It is at the heart of the processes of resistance that the mechanisms of psychological protection lie. The protective mechanisms of a personality appear in her psyche in early childhood and persist throughout her life. Psychological defense mechanisms protect a person from unpleasant emotional experiences and help maintain psychological comfort. The functional task and purpose of psychological protection is to alleviate internal conflicts of the individual (shortness of breath, depression), the assimilation of instinctive impulses and demands of the external social environment by the unconscious is due to contradictions between the assimilation of rules and norms of the family and society. Psychological defense mechanisms facilitate these conflicts, protect human behavior and control it, increasing its flexibility and mental stability.

A stabilizing special personality management system acts as the main mechanism providing psychological security. They aim to eliminate or minimize feelings of anxiety

associated with understanding conflict. In connection with this approach, the "blocking" of the environment of consciousness from experiences that traumatize a negative personality is considered as its main function.

In a broad sense, the term "psychological defense" is used to explain any actions that change the system of interpersonal relationships, such as the appearance of "lies" that confuse the activity of personality traits such as negativism that arise as a result of overcoming psychological discomfort.

And in a narrow sense, by psychological protection we mean a concept that, as a result of the functioning of a number of protective mechanisms, leads to a specific change in the structure of consciousness. They are in depression, denial, projection, identity, regression, isolation, rationalization, conversion, and more.

The functioning of these protective mechanisms may even reduce its adequacy without increasing the adequacy of information-oriented human actions and his subjective, personal system of relations.

A defense mechanism is any process in which it is possible to reject or avoid distorting the source of risk or anxiety. Defense mechanisms also help to organize the idealized image of our "I" so that we feel comfortable accepting ourselves. Sigmund Freud was one of the first to identify many types of protection and suggest that these mechanisms operate unconsciously. People who use defensive mechanisms too often do not adapt well because they use most of their emotional energy trying to control danger and maintain their false self-image. However, there are advantages to protective mechanisms.

They often help to overcome danger. We have time to effectively avoid danger and focus on the problem. If you have learned your applicability from what we have said, it does not mean that you will only defend yourself. As we noted earlier, everyone supports protective mechanisms.

2. Method

One of the most serious problems of adolescence is loneliness. When young people feel rejected or ignored, they feel lonely. Guys have more of these problems than girls. It may also be due to an inability to express your feelings vividly.

Teenagers feel lonely for a number of reasons. Someone does not know how to behave with others, to determine what they can do. Someone has low self-esteem and cannot withstand criticism. Looking at the rejection, such teenagers try not to do what they are ashamed of.

Teenagers are trying to find different ways to get rid of the feeling of loneliness. In order to gain independence, they set themselves some goals and force them

to strive for self-realization, engage in activities, often change their way of thinking, which brings them some satisfaction (Antsiferova L.I. - pp.3-18). On the other hand, older people try to solve their problems by expanding social connections, spending more time with others, getting involved in religion, sports, or consulting a psychologist.

K.Rogers was one of the outstanding modern scientists in the theoretical and practical implementation of the "ideal-self" structure. He sees the ultimate goal of personality development in achieving the coherence of the vital competence of the sphere of phenomena and the structure of the "I". Achieving such compatibility causes halos of internal conflict and anxiety. the perception of oneself can accept the " I " as it is, and – ideally - adapt me to each other. Consequently, a person can more easily accept himself and relationships with other people, which leads to increased self-esteem.

In order for a teenager not to have psychological problems, he must have adequate self-esteem. Those who said that self-respect is a "condition for the life of the soul." It is considered an integral part of human existence and evokes a sense of self-worth. This self-esteem develops in the process of interacting with people. When "I" is important to someone, "I" thrives on small achievements, praise, and luck (Leontiev D.A. - pp.107 – 117).

People with a low personality trait or insufficiently developed self-esteem will have a number of emotional disorders. Sometimes such teenagers can create bold images and show the world exactly that. To have opposite feelings for him, pointing to a self-confident, friendly and cheerful person, means constantly fighting with yourself. A person is very afraid to make a wrong step and drop the mask.

Another reason for high anxiety is that the identity of individuals with low self-esteem often changes, becoming unstable. They suffer more when they are laughed at or when people make a bad impression on them.

Adolescents may also experience regression of the protective mechanism of protection against anxiety. Making good friends As a teenager the desire begins to be felt. Thus, teenagers begin to strive for their peers.

By expanding the circle of acquaintances, teenagers have an increasing desire to join some groups. Guys are more interested in this than girls. The main goal of children of middle adolescence is to become a recognized member of groups. At this stage, they are very sensitive to criticism and negative reactions from others.

Adolescent rejection may also indicate a protective mechanism. Imagine a child who is still waiting for his best friend, not believing that he is dead.

Teenagers want to be part of a group that they like in order to be liked by their peers. At this stage of a teenager's development, his self-esteem is determined by the attitude of others towards him (Berkovis L. – p.512). They are interested in how they think about others, because their own personality and self-esteem are formed in accordance with the opinions of others.

In order for a teenager to join a team, he must first look like members of that group. This can be a performance in the process or wearing special clothes.

The majority of the adolescent group is also characterized by a protective mechanism of asceticism. First of all, to control the intensity of sexual inclinations, for example, dissatisfaction with one's own appearance and the desire to change it, etc. intense harmonic changes occurring in the body of adolescents, which can lead to disintegration and other changes in appearance. The negative experiences that arise as a result of this - asceticism, can "rattle" as a result of a protective mechanism.

Myers and Nelson argue that personal qualities and social competence are important criteria for popularity among teenagers. Personality factors include character traits, the ability to make friends, and a Code of Conduct.

In order to determine the degree of formation of the protective mechanism In adolescence, we used the "methodology for determining the protective mechanism of the Cheat".

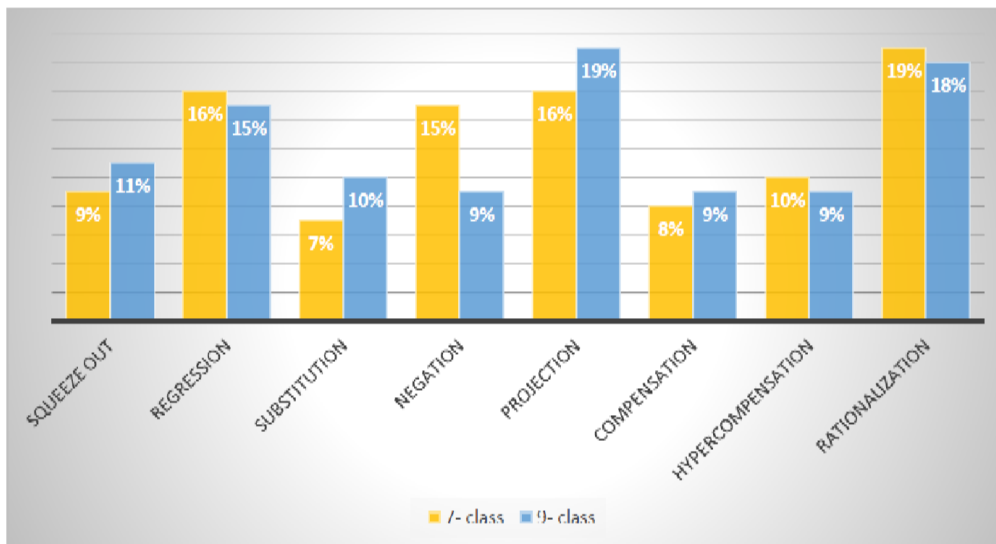
The technique allows you to accurately determine to what extent the protective mechanisms of an individual are formed. The methodology is carried out in a selected group, and the results are analyzed quantitatively and qualitatively. The results of the quantitative analysis are reflected in tables and diagrams.

According to the results of the table, it turned out that the formation of protective mechanisms in the adolescent group has a specific appearance. According to him, it turned out that the compression mechanism was the same indicator in the subjects of both groups. This is

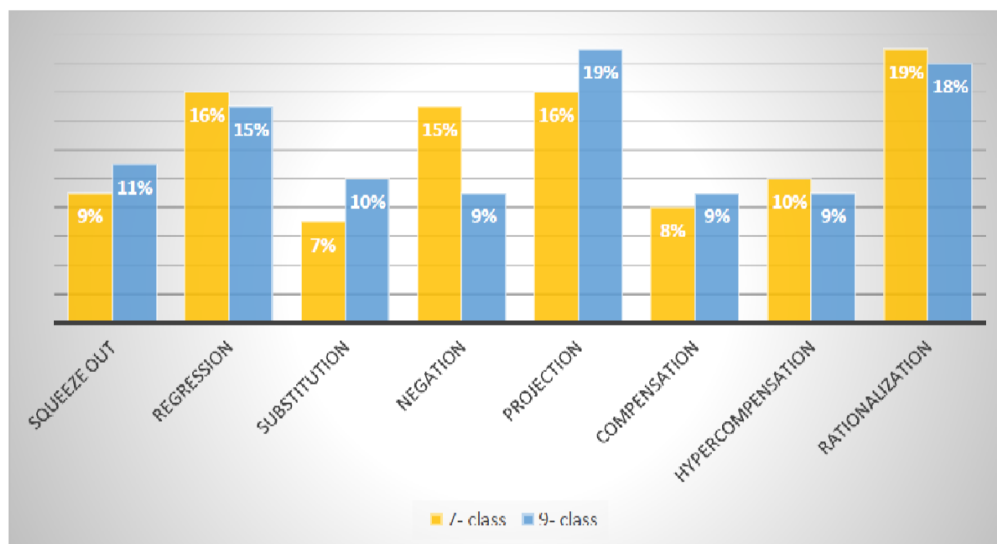
determined by the fact that they squeeze out people around them, thoughts, and judgments about themselves in different ways.

Features of the formation of protective mechanisms in a teenager's personality

№	testers	Squeeze out	Regression	Substitution	Negation	Projection	compensation	Hypercompensation	rationalization
1	7- class	9%	16%	7%	15%	16%	8%	10%	19%
2	9- class	11%	15%	10%	9%	19%	9%	9%	18%



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This unpleasant thought is a process of unconscious involuntary expulsion of desire or feeling. Freud fully formulated the protective mechanism of motivational forgetting. It plays an important role in the formation of symptoms. Other defense mechanisms come into play to help you realize that the information you are compressing is distorted when the activity of this mechanism is insufficient to reduce anxiety. Two combinations of protective mechanisms are common.

a) sliding during compression. This combination contributes to the occurrence of activity reactions. For example, in the case of a severe illness of a mother's little daughter, it represents a hostile defense against a child who is afraid of pain, squeezes and slides through mechanisms.

b) transformation from displacement (somatic). This combination creates the basis for hysterical reactions.

According to the results of the conducted methodology, several significant differences in the regression mechanism in the adolescent group are noticeable. According to him, we can see a slight increase of 16% in 7th grade students and 15% in 9th grade students. It expresses an attitude towards a more problematic process. One of the characteristics, especially characteristic of adolescence, is liberation from the influence of adults and gaining

independence and freedom. Also, the problem of regression in a situation is caring about the form of satisfaction of one's previous or childhood desires and actions, regression can be partial, complete and symbolic. The solution to the problem caused by seeking help belongs to the class of "regression", as well as to the mechanism of motor activity. In addition, anxiety is caused by an impossible desire that requires reduction. Regressive behavior in many cases is rewarded by adults and manifests itself in the demand for a symbiotic emotional relationship.

The replacement mechanism of the tested is determined by the fact that there is no sharp contrast in the group. According to him, we see that in the group of subjects 7% and 10%, respectively. It is known that, since the formation of a teenager's personality is associated with a number of factors, there is a manifestation of emotional states in them. From this point of view, they are characterized by the emergence of conflicts in their lives with adults and peers from themselves, committing various kinds of conflicts and forgiving it to other subjects or certain processes.

Displacement becomes a danger when a stronger person releases his aggression, anger, and emotions in a conflict situation with a larger and more significant subject, as this can lead to retaliatory aggression or rejection. The aforementioned emotions develop special protective mechanisms to contain anger and aggressiveness. Also hidden are more risk-free perceived objects than those that cause emotions and aggressive situations, help to navigate animals or people.

This is noticeable when a person redirects aggression from anger to another, safer object or to himself. According to the results of the study, it was found that in the adolescent group there are significant differences in the results of the protective mechanism of denial. The fact that, according to the results of the experiment, the high 15% of 7th grade students account for 9% of 9th grade students can also be explained by an increase in their life experience, an expansion of their range of knowledge and worldview. In it, the teenager feels helpless and falls into a state of depression. In psychology, the concept of "aggression" is interpreted in different ways. Some researchers evaluate aggression negatively, and some positively. Aggression is a physical act or threat shown by one person to another person that threatens the freedom of another person.

A. Bandura, R. Walters argues that aggression is a motivated action in which norms and rules are violated, which leads to pain and suffering. There is a distinction between deliberate and instrumental aggression. With instrumental aggression, a person does not set a goal to act aggressively, but "remains so" or "can no longer". There is a motive in such an act, but it is not fully understood. However, in deliberate aggressive actions, harm is motivated [39].

It should be noted that due to the occurrence of aggression, reactive and spontaneous aggression are distinguished. Reactive aggression is a response (quarrel, conflict) that arises on the basis of external stimuli.

On the other hand, spontaneous aggression occurs for no apparent reason, mainly due to the influence of any internal impulses (affects). For example, a teenager's parents are called to a preschool for one reason or another. On the way home, the teenager thinks about how to inform his parents about this. Having failed to come up with anything (having not figured out how to send a message to her parents, having failed to solve the problem), she absorbs the mailbox she encountered at age. He does this work under the influence of accumulated negative emotions in order to bring them out (pull them slightly). In addition, spontaneous aggression is also caused by various diseases. Based on this, the stimulus provoking spontaneous aggression is internal. A teenager can only cause an aggressive state towards an object in certain processes.

According to expediency, instrumental and targeted aggression can be distinguished. Purposeful (motivational) aggression - as well as a pre-planned action to harm an object occurs. For example, a student takes offense at a classmate and teases him. In such a situation, it does not matter what the partner is trying to achieve with his actions. He is not interested in the consequences of other actions. Instrumental aggression is generally the opposite of motivational aggression, where the aggressive act (state) it is a means to achieve another goal, and not (i.e. an aggressive act is not aimed at achieving a goal, an aggressive act is a means to achieve another goal.)

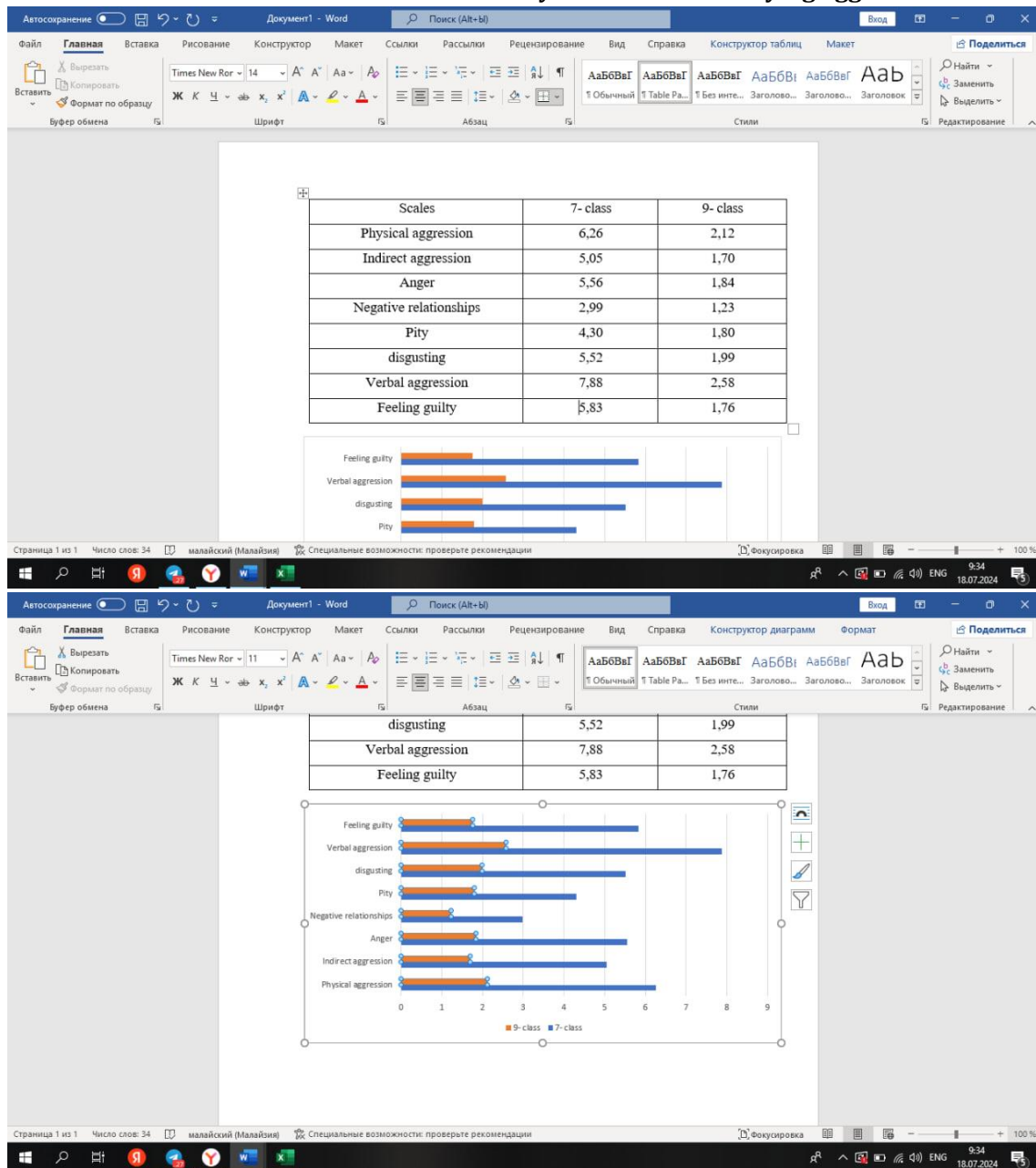
Differentiation of behavior by openness. Direct aggression will be directed directly at the object it provokes. Indirect aggression, on the other hand, does not "provoke" but is aimed at objects convenient for the use of aggression. (aggressive influence on them is unfavorable for the aggressor). For example, some teenagers react aggressively to some weak, weak participants in their group.

Differentiation by form. Verbal aggression is a form of insults and oppression, in which material and moral harm to the enemy is possible, embodying negative emotions in verbal form. According to outstanding psycholinguistic manifestations (I. Leontiev, A. Leontiev), verbal aggression can be attributed to the internalization of behavior, i.e. to processes that have an external expression in their form, implying a transition to a mentally conscious state. According to research, the nature of verbal aggression manifests itself in various reactions to (internal) negative emotional stimuli (external processes) associated with speech thought[13].

We also conduct research to study the relationship of adolescent aggression with A. Bass. Guitarists used the Darkey methodology dedicated to the study of aggression, since this technique is one of the most frequently used classical techniques in psychological research, diagnostic practice and can provide comprehensive information about aggression in adolescents. A. Darkey's bass Guitar Methodics has been widely used by foreign and domestic psychologists to diagnose the emotional aspects of personality, namely aggressiveness, negative emotions.

During the procedure, the inspectors were instructed: "carefully read the following arguments and put a "+" sign opposite what suits you, and a "-" sign opposite what you think is wrong. Try to answer the questions truthfully, without thinking." According to the METHODOLOGY key, one point is awarded for the answer "yes" in some questions, and for the answer "no" in others. Since in our research we study the effects on aggression in adolescence, we analyzed the data obtained mainly on indicators of physical aggression, indirect aggression and verbal aggression.

A.Bass-A.Results obtained from Darky's method of «studying aggressiveness»



While the arithmetic mean on the scale of "physical aggression" was 6.26, the standard deviation is 2.12. From this, it can be concluded that the standard rate of physical aggression for this selection can vary from 4.14 to 8.38. That is, indicators below 4 points indicate a low level of aggression, and in adolescents who received 9 points or higher, a predisposition to a high level of aggression, which, in turn, indicates that such adolescents may develop aggressive behavior that complicates social adaptation. In addition, if the arithmetic mean for the indicator "indirect aggression" was 5.05, the standard deviation is 1.70, then this means that the standard rate of indirect aggression in the sample varies from 3.35 to 6.75. From this it can be concluded that an indicator of 3 points or lower indicates low indirect aggression, and in adolescents who received an indicator of 7 points or higher, it indicates strong indirect aggression, i.e. these adolescents tend to show aggression towards people not directly, but from the back-varicose, "malicious".

Also, one of the important indicators for us is that the results we received on the scale of "verbal aggression" are as follows: the arithmetic mean was 7.88, and the standard deviation was 2.58. This means that the standard rate of verbal aggression by choice is from 5.3 to 10.46. As can be seen from these figures, teenagers who scored 11 points and above could strongly express their aggression in words (shouting).

Summing up, we can say that the method of aggressiveness research is considered one of the classic methods that determine the level of aggression of adolescents. Based on the correlation analysis of both methods, it was possible to come to somewhat accurate conclusions about the content of the scales.

3. Results and Discussion

The discussion of the research work is devoted to the empirical results of the study of protective mechanisms in adolescence, in which research methods were carried out in a selected group, and the results were analyzed quantitatively and qualitatively. Based on the quantitative analysis, the following conclusions were formulated:

- In adolescence, there is a peculiar course of protective mechanisms;
- in the personality of a teenager, protective mechanisms can manifest themselves depending on the situation;
- defense mechanisms in adolescence can be determined by internal and external personality traits;
- the manifestation of aggressive behavior in adolescence may be a criterion for the effective use of protective mechanisms in them.

4. Conclusion

In conclusion, the physiological and psychological characteristics of adolescence have a unique appearance and are a certain stage of human development and maturation. In such cases, parents, neighborhoods, educational institutions are required to be more attentive to the upbringing of the child.

In accordance with the studied literature and the results of the experiment conducted, it is advisable to formulate the following conclusions:

- protective mechanisms occupy an important place in the functioning of the individual's life;
- humans make appropriate use of protective mechanisms of one appearance or another in their daily activities;
- the manifestation of protective mechanisms in a person can be determined by the situation and circumstances;
- the content of protective mechanisms in a person can be determined by the manifestation of the internal psychic structure in them;
- defense mechanisms are also observed to be determined by the manifestation of emotional spheres of the individual;
- the manifestation of the protective mechanisms of the individual as a multifaceted process;
- in adolescence, protective mechanisms are observed to undergo in a specific way;
- protective mechanisms in a teenager's personality can manifest depending on the situation;
- defense mechanisms in adolescence can be determined by the qualities of internality and externality of the individual;
- the manifestation of aggressive behavior in adolescence can be a criterion for the effective use of protective mechanisms in them;

-the role of protective mechanics is important in overcoming anxiety – a fear that occurs in adolescence;

The occurrence of aggressive states in adolescence can be associated with emotional states in them. Because when we look at the situation due to the psychological characteristics of adolescence, this period is determined by the strength of aggressiveness in the most dynamic, rich in emotions and in its own way in the personality maturation. Therefore, it is necessary to form the control skills of emotion management in a teenage person. This in turn allows us to prevent various aggressive conditions that occur in the adolescent's personality.

In accordance with the conclusions presented, it is possible to make the following recommendations.

- finding a decision on the system of self-relations in the person of a teenager;
- upbringing the skill of rational elimination of problem situations in the personality of a teenager;
- forming a reserve of scientific worldview, scientific and practical knowledge in adolescents;
- to compose a sense of respect in adolescents towards the people around them;
- taking into account the age and individual characteristics of adolescence;
- development of positive qualities in the personality of a teenager in educational processes.

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