PSYCHOLOGICAL JOKE FOR YOUNG CHILDREN DESCRIPTION

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Abstract: This article analyzes the psychological characteristics of minors, various types of character change (conformist, hyperthymic, emotional-labile, hysterical, etc.) and groups of difficult-to-educate adolescents. The developmental features of the adolescent complex and pubertal crisis are highlighted. The importance of taking into account psychological factors in investigating crimes committed by minors is substantiated.

Keyswords: minors, adolescent, character types, pubertal crisis, difficult-to-educate adolescents, investigation of crimes, psychological characteristics

Introduction

Psychological aspects of investigating crimes committed by minors, establishing communication with them and conducting investigative actions differ fundamentally from preliminary investigation of crimes committed by adults, because investigating minors is based on taking into account their age and intellectual and mental development characteristics. The psychological aspects of investigating crimes committed by minors are related to the socio-mental states of this category of persons and have both objective and subjective characteristics. The attitude towards crimes committed by minors is reflected in Article 17 of the Criminal Code. According to it, persons who have reached the age of 16 before committing a crime, who are sane, are held criminally liable. In addition, persons who have reached the age of 13 before committing a crime are held liable only for intentional murder in circumstances aggravating liability, and persons who have reached the age of 14 are held liable for certain types of crimes with a high degree of social danger. In determining the age of criminal liability, the level of psychological development of minors at different age periods, their socio-legal consciousness and the characteristics of the formation of a subjective attitude towards the socially dangerous act they committed were taken into account. The types of character changes common to all minors, i.e. adolescents and teenagers, are described in psychology as follows:

The conformist (murosasoz) type of character change its main feature is the adolescent's ability to reconcile directly with the demands of those around them by force of habit. Such adolescents seem to have lost a personal attitude towards events around them. Their judgment and evaluation are strictly limited by the rules accepted in their circle, and they obey these rules blindly. In any situation they walk at one pace - neither distinguishing themselves from the majority, nor going ahead, nor falling behind. They get used to a certain way of life and accept novelty with difficulty. They become very attached to their peer group and uncritically approve of the way of life and the external forms of behavior that take place in it. No initiative, determination, boldness or originality is visible in their thoughts and actions.

The hyperthymic type of character change such individuals are active, mischievous, and like to give orders to other children. They quickly find common ground with unfamiliar children and adults. It seems that independence and initiative are strong in everything; they dislike petty tenderness, and in some cases aggressiveness is observed. These adolescents actively resist in

conflict situations, cannot tolerate any slowness, are interested in any novelty, easily enter into contact with strangers, are talkative, and like to boast and show off.

The emotional-labile type of character change this type is manifested in the instability of mood, which changes for insignificant reasons. The changeable mood correspondingly affects the adolescent's relations with those around them. They are quite cautious in communication. They are usually sensitive to loud sounds and bright light, get tired in crowds and therefore tend towards solitude. Their circle of acquaintances is limited; they cannot defend themselves; they are shy, timid, and have low self-esteem. They become agitated when their habitual way of life is disturbed, and they get used to the same things. Such adolescents cannot stand being teased.

Hysterical traits of character also occur in adolescents these are varied and consist of selfishness, self-importance, affectation, the desire to look good, making a strong impression, and so on. Although these traits are not as pronounced as in adults, they appear to a sufficient degree. They cannot give an objective assessment of themselves. Girls starting to use make-up early, unusual behavior, dress, and so on are attempts to attract people's attention to themselves. They are eager to compete. Hysterical adolescents usually quickly and clearly enter into relations among unfamiliar peers and easily adapt to the psychological environment; they strive to lead peers who trust them through patronage. Their artificial logical reasoning, the inconsistency and contradictions in their behavior, as well as the direction and content of their reasoning, which depends on their mood, mainly lead to disagreements in the group. Such adolescents are prone to lying and fabricating stories; they easily enter the roles of their own inventions and experience all the contradictions of the content they have created. When dissatisfied with their position, they resort more to invention, which is a specific defensive response to failure in life. They may collect something for the sake of self-importance, trying to amaze others in this way. Adolescents with hysterical traits in their character often fall into a nervous state and even a condition close to mental illness in situations that negatively affect their mood.

Among adolescents there are also those whose character changes such changes are manifested in attitudes towards external influences. They do not like studying or working and say so openly. Adolescents of this kind enjoy games and gambling, are inclined to idle talk and drinking alcoholic beverages, do not make plans for the future, and simply get through the day. They are under the guidance of leaders in their peer group and often become participants in unpleasant acts and violations of the law committed mostly in states of intoxication.

Although rare in life, timid and suspicious adolescents are also encountered they usually study well, are disciplined and do not worry teachers, but they suffer in their own way. Lack of confidence in their own strength, especially their physical abilities, oppresses them and prevents them from fully demonstrating themselves. Constantly doubting their own behavior and whether they have completed tasks correctly exhausts them. They solve all problems logically and correctly, but hesitate when it comes to implementation. They are always inclined to think, like solving abstract problems. They do not clearly perceive their surroundings and look for cause-and-effect relationships in everything. Such adolescents, although very sensitive and hot-tempered, lack brightness and emotional strength in perceiving events around them.

There are also adolescents with lower intelligence and slower understanding among teenagers they are distinguished by slowness and inactivity in the thinking process and cannot quickly switch from one topic to another. But they stand out for their good work capacity, diligence, and thoroughness. Such adolescents are slow in behavior, prone to emotional sluggishness and sometimes stubbornness. They get used to the same way of life, a certain situation, certain people, and are not satisfied with any change.

Among adolescents there are also those distinguished by distrustfulness, mistrust and coldness they cannot quickly establish contact with their peers and suffer themselves from being separated from others. Externally they stand out for their simplicity, carelessness and not showing their feelings. When minors participate in a criminal case, it is necessary to apply appropriate tactical and psychological methods and techniques based on the types described above. In preliminary investigation, procedural actions and investigative actions are mainly carried out with minors at the adolescent and teenage age periods.

When the psychological characteristics of adolescence are manifested separately, the behavioral disorder associated with it is called the "adolescent complex" and "pubertal crisis." Analysis of the literature shows that this condition is divided into "crisis" and "stable." The crisis state has a transient nature and can be observed at the ages of 1, 3, 7 and 13. The acute period of crisis in adolescence is 11-16 years old, and it has two phases, called negative (13-14 years) and positive (15-16 years). In general, intense, sometimes even tragic changes are felt in the adolescent's personality within a very short period of time. The crisis is a clash of old and new socio-psychological formations and, viewed as a whole, determines the character of positive restructuring. If a child of primary school age acts on the instructions of adults or on their own accidental, involuntary desires, the adolescent begins to organize their activity on the basis of a certain principle, belief and personal point of view. When the adolescent enters the crisis period, certain sharp manifestations of psychological shifts appear in their development: the uncertainty of the beginning and end of the crisis; difficulties in upbringing; the acquisition of negative developmental characteristics. Morality and self-consciousness play a special role in the formation of the adolescent's personality. In shaping the adolescent's personality, it is necessary to take into account their attitude towards the environment, social events and people, because the adolescent has formed a certain attitude towards things.

Psychological characteristics of difficult-to-educate ("tarbiyasi qiyin") adolescents- In adolescence, all acts of behavior committed by difficult-to-educate adolescents are recognized as a kind of transitional form of the crisis period: anti-social behavior, pedagogical neglect, maladjustment behavior, immoral behavior, deviant behavior, autodestructive (self-harming) behavior, and so on. The "I" symbol occupies a special place in the self-awareness of difficult-to-educate adolescents. The emergence of difficult-to-educate behavior and its course, as comprehended by the subject, positively affects the effectiveness of psychoprophylactic, psychodiagnostic and psychocorrectional work carried out with them. All subjects responsible for conducting a criminal case must take into account that the adaptation or non-adaptation strategy of difficult-to-educate adolescents' behavior to social norms reflects the defensive-adaptive mechanism of the adolescent's personality. Depending on the degree of violation of the law or breach of rules, difficult-to-educate adolescents are divided into criminal lawbreakers and ordinary rule violators (discipline violators).

During preliminary investigation, conducting individual conversations with difficult-to-educate adolescents is the most effective way of becoming acquainted with their mental experiences. The conversations held must exert such a subtle influence on the adolescent's mental world that as a result they feel remorse and discomfort. It is forbidden to insult the adolescent's personality. A warm psychological atmosphere and a friendly attitude are essential during the conversation. In addition to the general psychological types of minors listed above, difficult-to-educate adolescents are divided into several conditional groups.

The first group of difficult-to-educate adolescents is called brazen or shameless. They knowingly violate laws and rules and do improper things. They do not admit their guilt. Such

children are impudent, stubborn, merciless, and “violent” by nature. Difficult-to-educate adolescents belonging to the second group understand good and evil, but because they lack independent beliefs and stable feelings, they violate rules “from behind” (covertly). They make big promises in front of the group, but after some time completely forget their promise. Difficult-to-educate adolescents belonging to the third group turn to lawbreaking and rule-breaking due to egocentrism. They regret their deeds and are morally tormented. Actions contrary to morality in them are manifested as a feeling of pity. Touchy adolescents belong to the fourth group; they grieve at not finding their place in the class and among their peers. Therefore they become resentful and quarrelsome.

In this sense, when a criminal act committed by an adolescent is committed according to the situation that arose rather than according to their character, no information is given about the positive qualities of the adolescent’s personality and about the factors that caused the commission of the crime. Therefore, in preventing crimes related to situational circumstances, it is expedient to work taking into account the characteristics of the adolescent’s personality, their positive and negative qualities, and their character.

Conclusions And Interpretations

Conclusion. The analysis presented in the article shows that when working with minors, failure to take into account their age-related characteristics - character type, pubertal crisis phase, and defensive-adaptive mechanisms of the individual - sharply reduces the effectiveness of investigative actions. The division of difficult teenagers into four groups (the “backless”, the “back” destroyers, the self-centered, and the whiners) means that a different psychological approach is needed for each group.

Recommendations:

Before conducting investigative actions, it is recommended to immediately draw up a psychological-portrait to determine the psychological type of a minor; During conversations and interrogations, it is necessary to maintain a warm psychological atmosphere, friendly attitude, strictly abstain from any attitude towards the dignity of the individual; In case-related crimes, it is advisable to carry out proceedings not from the character of the teenager, but from the positive qualities of his personality and factors that have formed the causes of the crime; Preliminary psychoprophylactic and psychocorrectional work with difficult adolescents increases the effectiveness of judicial activities; Scientific research should specifically examine the importance of the negative (13-14 years old) and positive (15-16 years old) phases of the adolescent complex as a factor in crime.

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