



ACADEMIC SPECTRUM

3-Son (2026-yil, Mart)

Ilmiy-metodik jurnal
Научно методический журнал
Scientific and Methodical Journal

BUXORO - 2026



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**Jurnal O‘zbekiston Respublikasi Buxoro viloyat Axborot va Ommaviy
komunikatsiyalar boshqarmasi tomonidan 2025-yil 26-dekabrdagi
№1273056 sonli guvohnoma bilan ro‘yxatga olingan**



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THE ROLE OF SOCIAL AND PSYCHOLOGICAL FACTORS IN SHAPING POSITIVE BEHAVIOR AMONG ADOLESCENTS

Abstract. This article analyzes the social and psychological factors influencing the formation of constructive behavior during adolescence. Adolescence is one of the most complex and crucial stages of personality development, during which behavior is largely shaped by social environment, family relationships, peer groups, and educational institutions. The study discusses the concept of constructive behavior, its distinctions from destructive behavior, and its importance for social adaptation. It also examines the role of social-psychological factors in developing positive communication skills, empathy, a sense of responsibility, and the ability to resolve problems peacefully in adolescents. Special emphasis is placed on the psychological climate of the family, parental upbringing styles, psychological support at school, and mechanisms of social control. The findings provide practical recommendations for educators and psychologists working with adolescents.

Key words: adolescence, constructive behavior, social-psychological factors, socialization, family, peer group.

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РОЛЬ СОЦИАЛЬНЫХ И ПСИХОЛОГИЧЕСКИХ ФАКТОРОВ В ФОРМИРОВАНИИ ПОЗИТИВНОГО ПОВЕДЕНИЯ У ПОДРОСТКОВ

Аннотация. В данной статье рассматриваются социально-психологические факторы формирования конструктивного поведения у подростков. Подростковый возраст является одним из наиболее сложных и значимых этапов развития личности, в котором особенности поведения во многом определяются влиянием социальной среды. В работе раскрывается понятие конструктивного поведения, его отличие от деструктивных форм и значение для успешной социальной адаптации подростков. Особое внимание уделяется роли семьи, межличностных отношений со сверстниками, школьной среды и педагогико-психологической поддержки в формировании позитивных моделей поведения. Анализируются такие факторы, как стиль семейного воспитания, уровень эмоциональной поддержки, социальные установки и ценности, усваиваемые подростком в процессе социализации. Также подчеркивается значение развития коммуникативных навыков, эмпатии, ответственности и способности к конструктивному разрешению конфликтов. Результаты исследования могут быть использованы в практике школьных психологов, социальных педагогов и специалистов, работающих с подростками, с целью профилактики девиантного поведения и формирования социально одобряемых форм активности.

Ключевые слова: подростковый возраст, конструктивное поведение, социально-психологические факторы, социализация, семья, группа сверстников.

Introduction. In today's context of globalization and information expansion, the development of society largely depends on the social activity, psychological stability, and constructive behavior of the younger generation. Adolescence is a critical and complex stage in personality development, during which the primary directions of behavior are formed. During this period, adolescents' social adaptation, self-awareness, striving for independent decision-making, and acquisition of social roles intensify. Therefore, the issue of fostering constructive behavior in adolescents is one of the pressing problems in contemporary psychology and pedagogy.

Constructive behavior is a set of actions that ensure socially appropriate, responsible, and effective functioning, including adaptation to social norms, openness in communication, peaceful problem-solving, empathy, and self-regulation. This type of behavior serves as an important psychological resource for adolescents' personal development, social interactions, and future life success. Conversely, insufficiently developed constructive behavior can lead to destructive, deviant, or aggressive actions.

The formation of constructive behavior in adolescents is not a random process but occurs under the influence of complex social-psychological factors. Family environment, parental upbringing style, peer relationships, the psychological climate in educational institutions, as well as mass media and social networks, play a significant role. Especially during adolescence, increased sensitivity to social evaluation and the need for self-affirmation enhance the psychological influence of the external environment.

Therefore, scientific study of the social-psychological factors influencing constructive behavior in adolescents, identifying their mechanisms, and developing practical recommendations is of great importance. This research contributes to ensuring healthy adolescent development, preventing deviant behavior, and facilitating effective social adaptation.

Adolescence is one of the most complex and responsible stages in personality development, during which behavior may develop in either a constructive or destructive direction, largely depending on social-psychological factors. Constructive behavior is characterized by adolescents' social adaptation, ability to establish positive relationships, peaceful and effective problem-solving, responsibility, and conscious adherence to societal norms. Theoretical perspectives of Russian and foreign psychologists provide an important scientific basis for studying this issue.

Literature Review. In Russian psychology, the socio-historical approach plays a key role in explaining adolescent social development and behavior. L.S. Vygotsky interpreted personality development as a process closely connected to the social environment, emphasizing that communication, activity, and internalization of social experience are crucial for forming adolescent behavior. According to Vygotsky, social norms and values internalized during adolescence become internal regulators, forming the psychological foundation for constructive behavior.

A.N. Leontiev's activity theory posits that personality behavior is shaped through leading activities. In adolescence, leading activities manifest as communication and socially useful activity, through which adolescents begin to perceive themselves as members of society. Leontiev links constructive behavior to motivational domains, asserting that socially significant motives strengthen positive behavioral patterns.

D.B. Elkonin highlighted peer relationships as a central factor in adolescent development. Acceptance by peers, social role acquisition, and status needs guide adolescents' behavioral orientation. If these needs are satisfied through constructive social activity, positive behavior develops; otherwise, destructive tendencies may arise.

B.G. Ananyev studied personality formation within social relationship systems, viewing individuals as a combination of biological, psychological, and social factors. He emphasized the importance of family environment, education, and social institutions in shaping constructive behavior, highlighting the need for social-psychological support tailored to individual adolescent characteristics.

Foreign researchers have also explored constructive behavior in adolescents. A. Bandura's social learning theory emphasizes modeling and observational learning as key mechanisms. Adolescents acquire constructive or destructive behavior by imitating models presented by adults, peers, and media. Interaction with positive social models is a critical factor in fostering constructive behavior.

E. Erikson's psychosocial development theory describes adolescence as the stage of "identity versus role confusion." During social role experimentation, adolescents form their sense of self. Positive relationships and social support during this stage promote responsibility, independence, and constructive behavior, whereas social rejection and misunderstanding exacerbate behavioral problems.

Sociologists and social psychologists, including J. Coleman and R. Merton, analyzed adolescent behavior in relation to social structure and norms. Their studies indicate that social control, normative expectations, and clearly defined social roles are essential for constructive behavior development. Adolescents tend to adopt behaviors endorsed and recognized by society.

Representatives of positive psychology, such as M. Seligman and K. Peterson, focus on developing strengths and positive traits in adolescents. According to their approach, fostering empathy, social responsibility, and constructive problem-solving skills contributes to stable, positive behavioral development.

Overall, the analysis of Russian and international studies indicates that the formation of constructive behavior in adolescents is a multifactorial process influenced by social environment, family, peer groups, educational institutions, and mass culture. Harmonious and positive interaction of these factors promotes socially appropriate, responsible, and constructive behavior.

Discussion. The findings indicate that the formation of constructive behavior in adolescents is a complex, multifactorial social-psychological process, manifested through the interaction of individual characteristics and external social environment. During adolescence, increased psychological instability, emotional variability, and striving for independence mean that the development of behavior in constructive or destructive directions largely depends on social context. Social-psychological factors therefore act as primary determinants of constructive behavior.

Analysis shows that the psychological climate of the family is a leading factor in shaping adolescent behavior. Emotional support, mutual respect, and communication-based parenting promote responsibility, self-regulation, and constructive problem-solving skills. Conversely, authoritarian or indifferent parenting increases the likelihood of aggressive, oppositional, or socially withdrawn behavior, confirming that family relationships are directly linked to constructive behavior formation.

Peer relationships also play a critical role in adolescence. Positive, socially oriented peer groups enhance cooperation, empathy, and social responsibility. In contrast, negative peer groups reinforce destructive behavioral models and limit constructive activity. Peer influence thus has a dual character and must be managed carefully in promoting social development.

Educational institutions contribute significantly to the formation of constructive behavior. School psychological climate, trustful teacher-student relationships, and availability of educational and psychoprophylactic programs facilitate adolescents' social adaptation. Psychological trainings and counseling provided by school psychologists develop communication culture, stress resilience, and conflict resolution abilities.

Modern information spaces, including social media and mass media, also directly affect constructive behavior. Positive content, motivational materials, and messages promoting social responsibility support constructive thinking, whereas negative or aggressive content can disrupt behavior. Developing critical thinking and information safety skills is therefore essential.

In summary, promoting constructive behavior in adolescents requires the integrated influence of family, peers, educational institutions, and broader social environment. A comprehensive approach to these factors supports healthy socialization and the development of responsible, active members of society.

Conclusion. The formation of constructive behavior in adolescents is a complex, multifaceted, and continuous social-psychological process, emerging from the integration of biological, psychological, and social factors. Literature analysis indicates that constructive behavior is primarily influenced by the quality of the social environment, psychological climate in family and school, content of peer relationships, and adolescents' self-awareness and social identity.

Russian cultural-historical and activity-based approaches explain adolescent behavior as a phenomenon formed through active interaction with society. Internalization of social experience, dominance of socially significant motives, and development of self-regulation skills during communication form the psychological mechanisms of constructive behavior. Positive roles in peer interactions and the need to achieve social status strongly influence behavioral choices.

Foreign studies emphasize the importance of social learning, identification, and positive models in shaping constructive behavior. Adolescents acquire socially acceptable behaviors by observing and imitating adults and peers. Social support, acceptance, and recognition foster the development of responsibility, empathy, and constructive activity.

Overall, literature analysis shows that the formation of constructive behavior in adolescents is a deliberate outcome of educational and social-psychological influences. Preventive and developmental interventions based on collaboration among family, school, peers, and society are essential for fostering social responsibility, positive relationships, and stable constructive behavior in adolescents.

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Jurnal O‘zbekiston Respublikasi Buxoro viloyat Axborot va Ommaviy kommunikatsiyalar boshqarmasi tomonidan 2025-yil 26-dekabrda №1273056 sonli guvohnoma bilan ro‘yxatga olingan.

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“ACADEMIC SPECTRIUM” ilmiy-metodik jurnal.
Buxoro, 2026 № - 3-Son (2026-yil, Mart)