



GENERAL ASPECTS OF TENDENCIES TO IRRATIONAL STUDENTS IN SCHOOL STUDENTS

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Abstract

The article presents the data of empirical study of the features of the ratio of high school students to irrational attitudes. The data described in the article show that there are the most significant differences between young people of this age in the setting of catastrophization, and the smallest difference in the irrational setting of duty relative to others. Also, the results of the study prove a high level of correlation between the installation of catastrophization with a tendency to generalized assessment.

Keywords: high school students, irrational attitudes, catastrophization, attitude of duty, over-generalization.

Introduction

The leader of Turkestan enlighteners, Mahmudhoja Bekhbudi, in his "Address to the Honorable Youth", thinks about the school and describes it as "the beginning of development, the gate of culture and happiness" [2, p. 176]. This idea, which was said a century ago that the bright future of the country and the nation begins in the school rooms, is even more relevant today.

Much has been written and said by psychologists about the incomparable importance of the school period in the formation of a person as a person. Recently, in scientific-practical discussions on this topic, the general public, parents and school psychologists have raised serious problems in the lives of young people - the development of suicidal behavior, deviations related to the use of modern computer technology, immorality in gender relations, indulging in harmful habits, being influenced by foreign ideas and ideologies. does not hide that he expects active participation in the solution. At the same time, it should be recognized that there are many cases where general observations, catchphrases, and high-minded approaches prevail in discussions about such problems.

Naturally, in order to find a solution to the complex psychological problems faced by the school, first of all, it is necessary to determine the causes and conditions that cause them. In our opinion, practical-psychological help and support are not effective enough in some places, first of all, it is connected with not reaching the root roots in





studying the causes of existing problems. More precisely, when discussing the causes of the problems listed above, it has become common to mention the family situation, pedagogical neglect, and the influence of various social groups and mass media. In other words, it is true that we are accustomed to look for the causes of serious defects in the behavior of an individual person from his surroundings. However, each child is, first of all, a unique individual, as well as being a subject of certain social relations. Accordingly, each child perceives social influences in their own way. Not taking this into account is tantamount to denying the main idea of psychology, that is, "...external causes are influenced by internal conditions" (S.L. Rubinstein). Therefore, while we are trying to solve the serious problems encountered in the education of students, it is of urgent practical importance to identify and study the primary individual-psychological foundations underlying them. In this article, as one of such deep individual factors, the analysis of irrational beliefs in a person and the results of an empirical study of the general characteristics of their tendency in high school students were presented.

It is known that the concept of "irrational institution" is widespread within the ideas of the school of psychotherapy of the American psychologist Albert Ellis. After all, from the point of view of A. Ellis's rational-emotional therapy, it is precisely irrational assumptions that increase the likelihood of neurosis and depression in a person [1, p. 118]. In this case, irrationality refers to the fact that human behavior, thoughts, and feelings are not based on deep reasoning, and rely more on emotional excitement and intuitive knowledge [5]. According to A. Ellis, irrational regulations are recommended as a strict demand, command, instruction because they do not correspond to the real situation, they do not correspond to the formed objective conditions [4, p. 45].

Irrational attitudes are divided into 4 different types: "Tragedy" attitude reflects how a person perceives various unpleasant events; The findings "Obsessed self" and "Obsessed others" show that a person has excessively high demands on himself and others; "Generalized evaluation" indicates that a person tends not to evaluate certain behaviors or qualities when evaluating himself and others [1, p. 119].

Various consequences of irrational assumptions have been studied in psychological studies: T.A.Basina found that irrational assumptions are inversely related to the feeling of happiness [1]; In the research conducted by O.Huk, M.D.Teresen, L.Cherkasova, it was proved that teachers dominated by irrational principles are emotionally exhausted [6], E.S.Lobanova, R.S.Karpukhin emphasize that irrational principles weaken stress tolerance [3], Yu. .Sabanchi, A. Chekich confirmed that the tendency to irrational assumptions increases the risk of cyberbullying in teenagers, i.e. becoming a victim of harassment and victimization by means of modern





information and communication technologies [7]. Based on the results of these studies, it can be assumed that irrational assumptions are the psychological basis of various negative changes in the behavior of our youth. In accordance with this, we believe that first of all, it is important to get used to the general attitude of students-young people, especially those who are on the verge of entering an independent life, towards irrational institutions. As one of the first attempts in this direction, we conducted a pilot test among the students of the general secondary school (n=49) using A. Ellis's "Methodology for the diagnosis of irrational attitudes". Statistical analysis of psychodiagnostic results was carried out using one-factor dispersion analysis, calculation of R.Fisher's F criterion (using the "Package analysis" application of the Excel program), determination of the r-correlation coefficient of K.Pearson (using the SPSS.v18.0 program).

From the preliminary statistical analysis, it became clear that high school students have specific aspects in relation to irrational assumptions (Table 1).

Table 1 Differential indicators of attitude to irrational ustanovka in high school students

Irrational types of institutions	Dispersion indicators	R.Fisher's F-test/level of statistical significance
Tragedy	57,3	20,9/0,001
Self-imposed	27,0	
Coercion of others	15,6	
General assessment	41,0	

First of all, two aspects attract our attention in the initial statistical indicators. In particular, it is clear from the dispersion indicators that the difference between our testers has the highest value in the field of the irrational institution "Tragedy" (C=57.3). This shows that our young people are extremely different from each other in the field of irrational assumptions, first of all, in assessing the level of tragedy of events. Therefore, different young people have different assessments of the severity of exactly the same situations they face in life. A situation that seems trivial to someone can be taken as very tragic by his peers. Maybe that's why in the circle of peers, a joke that seems inappropriate for one student, is received with great resentment by the other and leads to drastic actions. And those who do not have such a high level of tragedy will not understand what caused his drastic decisions.

The second point worth noting in the results of the dispersion analysis is that the lowest level of internal variance between our test subjects (S=15.6) is in the area of the irrational institution "Compulsive calculation of others". This situation indicates that



our respondents are very close to each other in terms of considering other people to do something for them, to provide them with something, as a debt. This result confirms that among our youth, those who are prone to irrational assumptions are distinguished primarily by the characteristic of believing that others are indebted to them in some issues, and this characteristic is a clear sign for this category. Of course, this is a very alarming situation and shows that it is necessary to pay attention to the factors that seriously hinder the spiritual development of the young generation, such as the development of selfish psychology and the predominance of egocentrism.

In the second stage of the research work, the task of analyzing the correlations between the irrational attitudes of high school students was set. Correlational analysis of the relationship between the indicators of the test subjects according to different irrational standards was performed accordingly (Table 2).

Table 2 Correlation indicators between irrational statements of high school students

Irrational assumptions	Tragedy	Self-imposed	Coercion of others	General assessment
Tragedy	1	0,081	0,353*	0,507**
Self-imposed	0,081	1	-0,038	0,048
Coercion of others	0,353*	-0,038	1	0,240
General assessment	0,507**	0,048	0,240	1

Note: * - statistical significance level $p \leq 0.05$

** - statistical significance level $p \leq 0.01$

From the indicators presented in the table, it is clear that the irrational attitude of catastrophizing creates a positive connection ($r=0.353$; $p \leq 0.05$) with forced consideration of others. In our opinion, this result can be interpreted as a result of the young people who are trying to perceive the relevant events in a tragic way, at the same time they understand that someone else is responsible for this situation, and they expect its solution from others. If this interpretation is correct, it can be assumed that by weakening the institution of coercion of others, the opportunity to develop personal responsibility and responsibility in young people for their actions, and to prevent the tendency to make excessive tragedies in them will increase.



It was found that the intercorrelation indicators of high school students in the field of irrational assumptions have a high correlation ($r=0.507$; $p\leq 0.01$) with the generalization assessment, especially the generalization. From this result, it can be concluded that young people who exaggerate relevant events and perceive them with excessive panic make inappropriate generalizations when evaluating something. Perhaps it is over-generalization, i.e. putting the value of the part on the whole, that leads to a tragic perception. After all, it is reasonable to expect that the unpleasant situation observed in an insignificant small part of a huge system, in one of its numerous elements, as belonging to the whole structure, will automatically form tragic images in the imagination. A very important practical conclusion can be drawn from this - in order to prevent the formation and development of an irrational tendency to cause tragedy in young people, it is necessary to accustom them to clearly understand which quality in them is the object of evaluation when reacting to things and events. In simpler words, a person who understands that a symptom belongs only to a small part, does not perceive the defect in it as bigger than it actually is, imagines the whole structure in an extraordinary state and does not make a tragedy out of nothing. We think that the benefits of this can be seen in the fact that it is not possible to over-tragnose problems that can be solved, to discourage irreparable behavior such as suicide, and to avoid being fascinated by actually rather "ridiculous" ideas, some minor explanations of which seem appropriate.

Thus, the results of the study of the views of high school students related to irrational institutions provide a basis for the following general conclusions:

- 1) our students in early adolescence differ from each other in assessing the level of tragedy of events;
- 2) our high school students are the most similar to each other according to the irrational principle of forced consideration of others;
- 3) the development of the institution of coercive consideration of others simultaneously increases the tendency to catastrophize;
- 4) the tendency to generalize things and events may be the basis for the strong irrational tendency to make a tragedy.

Above all, it is an age-old fact that the better a psychologist knows the people he works with, the better he can provide them with quality and effective help. We think that on the basis of this small study, practicing school psychologists will learn about another characteristic of high school age and will rely on this knowledge and effectively use it when conducting practical work with this category of young people.





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