

GENERAL ASPECTS OF THE PROPENSITY FOR IRRATIONAL ATTITUDES IN SCHOOL STUDENTS

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Annotation

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.

The leader of the Turkestan Enlightenment, Mahmudkhoj Bekhbudi, in his "Address to the Honorable Youth," reflects on the school, describing it as "the beginning of progress, the gateway to culture and happiness" [2, p. 176]. This idea, expressed a century ago that the bright future of a country and nation begins in schoolrooms, is even more relevant today.

Psychologists have written and said a lot about the incomparable importance of school years in the formation of a person as a person. Recently, in scientific and practical discussions on this topic, the general public and parents do not hide the fact that they expect school psychologists to actively participate in solving extremely serious problems in the lives of young people - the development of suicidal behavior, deviations associated with the use of modern computer technology, immorality in gender relations, addiction to harmful habits, exposure to foreign ideas and ideologies. At the same time, it should be recognized that there are often cases where general observations, slogan-like thoughts, and lofty approaches prevail in discussions about such problems.

Naturally, in order to find a solution to the complex psychological problems facing schools, it is necessary, first of all, to identify the causes and conditions that

cause them. In our opinion, the lack of sufficient effectiveness of practical psychological assistance and support in some places is primarily due to the failure to reach the root causes of existing problems. More precisely, when discussing the causes of the above-mentioned problems, it has become common to recall the family situation, pedagogical neglect, the influence of various social groups and the media.

In other words, it is true that we are accustomed to looking for the causes of serious defects in the behavior of an individual in his environment. However, each child, being a subject of certain social relations, is, first of all, a separate unique individuality. Accordingly, each child perceives social influences in his own way. Not taking this into account is tantamount to denying the main idea of psychology, namely, the idea that "...external causes influence through internal conditions" (S.L. Rubinstein). Therefore, as we strive to solve serious problems in the education of students, it is of urgent practical importance to identify and study the primary individual-psychological foundations underlying them. This article presents the results of an analysis of irrational attitudes in a person as one of such deep individual factors and an empirical study of the general characteristics of a tendency to them in high school students.

It is known that the concept of "irrational setting" is widespread within the ideas of the American psychologist Albert Ellis's school of psychotherapy. After all, from the point of view of A. Ellis's rational-emotional therapy, it is precisely irrational settings that increase the likelihood of neurosis and depression in a person [1, p. 118]. In this case, irrationality is understood as the fact that human actions, thoughts, feelings, and views are not based on deep reflection, but rather rely on emotional outbursts and intuitive cognition [5]. According to A. Ellis, irrational settings are recommended as strict demands, orders, and instructions, which are incompatible with the real situation and do not correspond to the formed objective conditions [4, p. 45].

There are 4 types of irrational attitudes: The "tragicization" attitude reflects how a person perceives various unpleasant events; The "self-compelling" and "others-compelling" attitudes indicate that a person has excessively high demands on himself and others; "generalized assessment" indicates that a person tends to give a general assessment of himself and others rather than evaluating their individual actions or qualities [1, p. 119].

Psychological studies have studied various consequences of irrational attitudes: T.A. Basina found that irrational attitudes are inversely related to feelings of happiness [1]; O. Guk, M.D. Teresen, L. Cherkasova's study proved that teachers with a predominance of irrational attitudes are emotionally exhausted [6], E.S.

Lobanova, R.S. Karpukhin emphasize that irrational attitudes weaken stress tolerance [3], Yu. Sabanchi, A. Chekich confirmed that a tendency to irrational attitudes increases the risk of becoming a victim of cyberbullying, that is, victimization, through modern information and communication technologies [7]. Based on the results of these studies, it can be assumed that irrational attitudes are the psychological basis of various negative changes in the behavior of our youth. Accordingly, we believe that it is of great importance to study the general attitude of students, especially our young people who are on the verge of independent life, to irrational attitudes. As one of the first attempts in this direction, we conducted an experiment using A. Ellis's "Methodology for diagnosing irrational attitudes" among senior students of a general secondary school (n=49). Statistical analysis of psychodiagnostic results was carried out using the methods of one-factor analysis of dispersion, calculation of R. Fisher's F criterion (using the "Package Analysis" application of the Excel program), and determination of K. Pearson's r-correlation coefficient (using the SPSS.v18.0 program).

Preliminary statistical analyses revealed that high school students exhibit unique characteristics in their attitudes toward irrational beliefs (Table 1).

Table 1

Differential indicators of attitudes towards irrational beliefs in high school students

Types of irrational attitudes	Dispersion indicators	R. Fisher's F-test/statistical significance level
Tragedy	57,3	20,9/0,001
To consider oneself forced	27,0	
Force others to consider	15,6	
Summary assessment	41,0	

In the initial statistical indicators, first of all, two aspects attract our attention. In particular, it is clear from the dispersion indicators that the difference between our test subjects has the highest value in the field of irrational attitudes "Tragedization" (C=57.3). This shows that our young people differ greatly from each other in the field of irrational attitudes, first of all, in assessing the degree of tragedy of events. So, different young people assess the severity of exactly the same situations that they encounter in life differently. A situation that seems insignificant to someone can be perceived as extremely tragic by their peers. Perhaps that is why a joke that seems harmless to one student in the circle of peers is perceived with great resentment by another and even leads to drastic actions. Those who don't

have such a high level of tragedy-mongering will be left wondering what led to his drastic decisions.

The second aspect worth noting in the results of the analysis of variance is that the lowest level of internal variation among our respondents ($S=15.6$) is in the area of the irrational attitude “Considering others as obligated”. This situation indicates that our respondents think quite closely to each other in terms of considering other people as obligated to do something to them, providing them with something. This result confirms that among our young people who are prone to irrational attitudes, first of all, the characteristic of considering others as obligated to them in some matters distinguishes them, and this characteristic is a clear sign for this category. Of course, this is a rather alarming situation and indicates the need to pay attention to factors that seriously hinder the spiritual development of the younger generation, such as the development of the psychology of selfishness and the dominance of the egocentrism perspective.

In the second stage of the research, the task was to analyze what correlations exist between irrational attitudes in high school students. Accordingly, a correlation analysis was performed on the correlations between the test subjects' scores on various irrational attitudes (Table 2).

Table 2

Correlation indices between irrational beliefs of high school students

Irrational attitudes	Tragedy	To consider oneself forced	Force others to consider	Summary assessment
Tragedy	1	0,081	0,353*	0,507*
To consider oneself forced	0,081	1	-0,038	0,048
Force others to consider	0,353*	-0,038	1	0,240
Summary assessment	0,507**	0,048	0,240	1

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

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

The indicators presented in the table show that the irrational attitude of tragedy is positively correlated with blaming others ($r=0.353$; $p \leq 0.05$). In our opinion, this result can be interpreted as a consequence of the fact that the young

people who are tested perceive the relevant events in a tragic way, at the same time understand that someone else is responsible for this situation, and expect it to be resolved from others. If this interpretation is appropriate, it can be assumed that by weakening the attitude of blaming others, young people will develop personal responsibility and accountability for their actions, and their ability to prevent excessive tragedy will increase.

It was found that the intercorrelation indicators in the field of irrational attitudes of high school students have a high correlation ($r=0.507$; $p\leq 0.01$) with tragedy, especially with generalized evaluation. This result leads to the conclusion that young people who perceive relevant events with exaggeration and excessive panic make inappropriate generalizations when assessing something. Perhaps it is precisely overgeneralization, that is, putting the assessment of the part on the whole, that leads to tragic perception. After all, it is reasonable to expect that the perception of an unpleasant situation observed in an insignificant small part of a huge system, in one of its many elements, as belonging to the entire 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 attitude of tragedy in young people, it is necessary to accustom them to clearly understand which quality or characteristic of them is the object of evaluation when reacting to things and events. Simply put, a person who understands that a symptom belongs only to a small part does not perceive the defect in it as being larger than it really is, does not imagine the entire system in an emergency and create a tragedy out of nothing. We think that the benefit of this is seen both in dissuading people from excessively tragicizing problems that can actually be solved and committing unacceptable actions, such as suicide, and in preventing them from being fascinated by ideas that seem appropriate with some minor explanations, but are actually quite "innocent".

Thus, the results of the study of the views of high school students on irrational attitudes provide the basis for the following general conclusions:

- 1) our students in early adolescence differ especially strongly from each other in assessing the degree of tragedy of events;
- 2) our high school students are most similar to each other in terms of the irrational attitude of blaming others;
- 3) the development of the attitude of blaming others simultaneously increases the tendency to tragedy;
- 4) the strength of the irrational attitude of tragedy may be due to the tendency to make generalized assessments of things and events.

Most importantly, it is a well-established fact that the better a psychologist knows the people he or she works with, the more quality and effective help he or she can provide them. We believe that, based on this small study, school psychologists will learn about another unique feature of high school age and will rely on this knowledge and use it effectively when working with this group of young people.

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