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ABSTRACT

of the dissertation for the degree
Doctor of philosophy

**PSYCHOLOGY OF SOCIALIZATION OF
ADOLESCENTS EXPOSED TO THE NEGATIVE
EFFECT OF DEMOGRAPHIC FACTORS FEATURES**

Speciality: 6107.01 - General psychology

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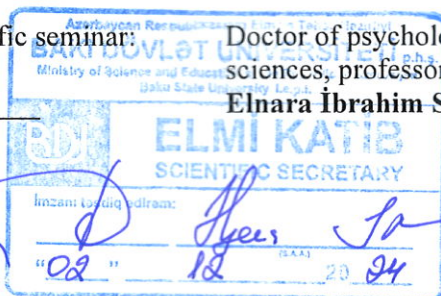
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INTRODUCTION

Relevance and development of the topic. Socialization is tied to the natural and genetic capabilities of the human being and is regulated by the cultural norms of the social environment in which the person lives. It is understood as a set of social values, moral qualities, behavior, speech, and habits that a human being actively assimilates in the process of communication and activity. In the socialization process, a human being transforms into an individual.

In modern times, the role of education in the socialization of the younger generation has increased. Uneducated people find it difficult to establish themselves as active members of society. However, demographic processes in the family in some cases slow down the socialization of the student and negatively affect the learning process. Therefore, overcoming the negative effects of demographic factors and finding ways to improve the socialization of students is becoming one of the priorities of the education system. However, there are certain difficulties in this area, and it is necessary to study these problems and explore optimal solutions. This is the main factor that determines the relevance of the study. Given the above, we defined the topic of our study as "Psychological features of the socialization of adolescents exposed to the negative effects of demographic factors."

The problem of socialization in the history of science has been the main topic of socio-psychological and socio-pedagogical research (J. Dewey, M. Mead, C. Cooley, E. Giddens, E. Durkheim, E. Erickson, E. Fromm, R. Merton, L. Vygotsky, I. Kon, M. Bojovich, A. Bayramov, A. Alizade, and others).¹ Attention to the study of this problem has recently increased. As a result of the research, new approaches to the problem of human socialization have been formed. These include A. Bandura, J. Rotter, F. Zimbardo, M. Lyayppe, S. Miller, T.D. Marsinovskaya, A.I. Kravchenko, V.P. Kaznazacheyev, Y.I. Gilinski, S.S. Zanayev, including H.A. Alizade, R.I. Aliyev, and others in Azerbaijan.² In these studies, ed-

¹ Божович Л.И. Подростковый возраст // Возрастная и педагогическая психология: Хрестоматия. М.: Академия, 2003;

² Бандура А., Роттер Дж. Социально-когнитивное направление в теории личности // Теории личности. М.: СПб: Питер, 19976

ucation and upbringing are shown as the optimal way of socialization. Research in the field of education comprehensively studies the socialization of students, their socio-pedagogical and socio-psychological problems, the conditions for creating the necessary pedagogical conditions for improvement of the socialization. In particular, the socialization of children, adolescents, and young people facing demographic influences, and needing social protection, moral support, attention, and care, is highlighted as an issue in modern education.¹

Numerous studies have been conducted on the role of the family in the socialization of the individual. A.A. Alizadeh, A.N. Abbasov studied the ethics and psychology of family life in this field.² M.A. Hamzayev showed ways to consider the individual characteristics of children in family education. S.V. Kovalyov focused on the psychology of the modern family. V.A. Mishenko talks about the formation of the image of the family in the media. D.V. Stolyarenko focuses on the problems of socialization delays in adolescents in modern families³. L.B. Schneider analyzes the psychological features of family relations in general and clarifies its possibilities of influencing the development of children. B.S. Agayeva puts forward the idea of the dependence of the relationships in the family on parents.

R. Merton, V.N. Kuznetsov, B.D. Parigin (105) consider the problem in terms of general sociology, social psychology. V.A. Yadov explains how to conduct sociological research, clarifies its methodology, and lists the programs to be implemented.

Although the research on the problem of adolescents, in general, focuses on the problems of socialization, it has not been studied as an independent problem in terms of the negative impact of demographic factors, which are especially relevant for our time. This indicates that the problem is relevant for the modern era.

¹ Ковалева А.И. Концепция социализации молодежи: нормы, отклонения, социализационная траектория // Социологические исследования, 2003, №1, с.34-46; .

² Əlizadə N.Ə. Tərbiyənin demografik problemləri. Bakı, Maarif, 1993; 0

³ Столяренко Д.В. Отклоняющаяся социализация подростков в условиях трансформации современной российской семьи //дисс...на соис. уч.степ. канд. социол. наук. Ставрополь, 2016, 183 с.

The object of the study is the negative impact of demographic factors on the socialization of adolescents.

The subject of the study is the psychological characteristics of the negative effects of demographic factors on the socialization of adolescents.

The goals and objectives of the study are to study the psychological characteristics of the negative effects of demographic factors on the socialization of adolescents and to identify ways to overcome them. To achieve the goal of the research, several specific tasks were planned:

- 1) to study the expression of the problem in the literature;
- 2) to determine the nature of socialization during adolescence;
- 3) to develop a methodology for researching the problem;
- 4) to clarify the impact of demographic factors on the socialization of adolescents;
- 5) to identify the difficulties of socialization of adolescents in a family with a demographic problem;
- 6) to study the interaction of social institutions in overcoming the negative impact of demographic factors on adolescents;
- 7) to determine the negative impact of demographic events on the socialization of adolescents;
- 8) to develop the mechanism of socialization of adolescents facing the negative effects of demographic factors;
- 9) to achieve the socialization of adolescents in joint activity with peers.

Research methods. The methodological basis of the research is based on the theoretical foundations of social psychology, social pedagogy, and sociology, provisions in the field of psychological services, theories of personality and interpersonal relationships, the process of human interaction in social groups, scientific provisions, and principles of family and livelihood psychology.

The following **methods** were used in the research: theoretical analysis, observation, interviews, questionnaires, analysis of activity products, testing, experiment.

The main hypothesis of the study. If adolescents exposed to the negative effects of demographic factors focus on creative activi-

ties per their age, abilities, and interests, the negative effects of these factors on their socialization will be weakened:

- the emotional-volitional sphere will stabilize;
 - self-activation interests will increase;
 - motivation for success will be formed;
 - opportunities for cooperation in the peer group will increase.
- **Main points in the thesis:**

World's demographic factors, society, and family affect the socialization of adolescents by changing the conditions of social development in the family. Depending on the nature of this effect, the socialization of the adolescent is reflected both in positive and negative changes on case to case basis.

The impact of demographic processes in the family on the socialization of adolescents depends on the parents, their upbringing style, family relationships.

The negative impact of demographic factors on the socialization of adolescents manifests itself mainly in the emotional sphere, behavior, and attitudes, including the decline of learning activities.

By applying appropriate diagnostic, correction, and counseling techniques, it is possible to reduce the negative effects of demographic factors that slow down the socialization of adolescents in the family and at school.

The scientific novelty of the research. The research studies the negative impact of demographic factors on the socialization of adolescents, defines the functions of parents and teachers, children's association leaders, and school psychologists in this area, determines their place and role in the process of socialization of adolescents, and ensures their participation.

The scientific, theoretical, and practical significance of the research. The study reveals psychological features of adolescent socialization exposed to the negative effects of demographic factors and clarifies the effective methods of socialization in the educational environment. The methods and techniques used in the research can be applied to the activities of teachers and school psychologists to eliminate the negative impact of demographic factors on adolescent socialization in schools. The results of the research are important for

making the work of teaching staff more efficient.

Approbation and application. The content and main provisions of the dissertation are reflected in the author's articles published in Azerbaijani, Russian and English languages, and reports at many scientific and theoretical conferences and seminars. During the research, the author referred to documents adopted by various international organizations, special reports on the problem, research and expert analysis, legislative acts of the Republic of Azerbaijan, and other necessary materials.

Name of the organization where the dissertation work was carried out: Ganja State University, Department of Psychology.

The total volume of the dissertation with the indication of the volume of the structural units of the dissertation: The dissertation consists of an introduction, three chapters, a conclusion, a list of references. The introductory part of the dissertation consists of 8 pages, the first chapter 34 pages, the second chapter 31 pages, the third chapter 39 pages, in total 266359 characters.

MAIN CONTENT OF THE WORK

The introduction substantiates the relevance of the topic, the level to which the problem has been studied, the purpose and objectives of the research, the object, and the subject, and indicates the scientific novelty and practical significance of the work.

The first chapter of the dissertation named "**Theoretical problems of studying the influence of demographic factors on the socialization of the individual in psychology**" considers the reflection of the problem in the literature.

The study of the adolescent socialization problem is an integral part of the work carried out to ensure the dynamic psychological development of the younger generation, the formation of their personality, and protection of their spiritual health. Systematic research is being conducted in this direction in psychology.

American researcher M. Mead's "Cultural World of Childhood" shows the features of socialization in archaic cultures. C. Cooley investigated the problem of socialization of the individual in the

group. In his concept, the decisive role in the socialization of the individual is assigned to the family, school, communities, and others.

L.S. Vygotsky substantiated the socialization of individuals from a psychoanalytic point of view and confirmed Freud's ideas in this area. F. Zimbardo and M. Lyayppe clarified the aspects of the social impact on socialization (behavior and way of thinking).

Group relations are also important social factors in the socialization of adolescents. As a result of his experiments at Hawthorne, Elton Mayo proposed the classification of groups to "formal" and "informal"¹.

K.L. Rogers², A.N. Leontiev³, I.S. Kon⁴ justify the socialization of the individuals with a wide range of facts about their dependence on environmental conditions, activities, and attitudes. A. Bandura and J. Rotter's theory of social learning defines the ways of adaptation of personal qualities to learning, self-activation, self-punishment, and psychological techniques in socialization. B.G. Ananyev approaches the issue in the context of the psychological effects of socialization. V.A. Sukhomlinsky presents the socialization of adolescents as "the birth of a citizen". Many other studies focus on the socialization of the individual in the family, society, and education.

Researchers in Azerbaijan have analyzed the socio-psychological characteristics of adolescent groups, clarified their peculiarities and the nature of the crisis.

J. Mead together with his successors I. Goffman and M. Kuhn put forward concrete ideas in the field of socialization of the personality. In the 1970s, T. Parsons laid the foundations of alternative functionalism and included the study of the relationship between the inner world of the individual and social processes in the main tasks of sociology and social psychology.

¹ Zdep, S. M. & Irvine, S. H. (1970) «A reverse Hawthorne effect in educational evaluation» // Journal of School Psychology 8, pp. 89-95.

² Роджерс К.Р. Становление личности. Взгляд на психотерапию. М.: ЭКСМО-Пресс, 2001

³ Леонтьев А.Н. Деятельность. Сознание. Личность. М.: Академия, 2004

⁴ Кон И.С. Социология личности. М.: Политиздат, 1967

A.G. Khripkova, T.A. Schneider, S. Miller, K.A. Abdulkhano-va-Slavskaya, L.I. Bojovich and other researchers studied the expression of adolescents' behavior during their socialization.

In the study, we studied sociological, social-psychological, social-pedagogical research in this area, as the impact of demographic factors on the individual and their socialization, and the way how this effect occurs in adolescents is an issue of interest to us. H.A. Alizadeh took a more comprehensive approach to the issue and studied the demographic problems of education¹. To some extent, P.B. Aliyev, G.B. Tagiyeva, V.A. Mammadov, L.I. Asgarov, R.O. Mammadova, H.A. Talibova, H.G. Yusufova expressed their attitude to this problem.

The results of research on the demographic factors that have a dynamic and retarding effect on the socialization of adolescents, their scope, characteristics, and opportunities for influence are also of interest. The dissertation also provides extensive information on research in this area.

The first chapter, named "**The nature of socialization in adolescence**", considers the specific psychological problems of adolescent socialization. It is also important to study how global processes impact young people at risk.

The role of self-determination in adolescents is high. They prefer self-development and self-education, as well as determine their own identities. As a result, they behave based on the social influences of the environment and the impressions of external observations.

It is clear that with various demographic difficulties in life (death of one or both parents, divorce, separation from parents, displacement, homelessness, parental unemployment, poverty, change of residence, illness, disability, etc.), which a lot of teenagers face, they have many moral, social and psychological problems. It is known that self-identification, ethnic factors, and cultural factors, leaders within the group become the main component of the formation of self-consciousness, self-image, and ideal in adolescence.

¹ Əlizadə H.Ə. Tərbiyənin demografik problemləri. Bakı, Maarif, 1993

Two important aspects of adolescent socialization include sexual identification and self-awareness. It is also associated with the development of significant empathy in adolescents. In the interrelation of moral, aesthetic, and intellectual feelings, the national nuances of such feelings as dignity, zeal, responsibility manifest themselves, and gradually become an important component of "self-consciousness". Adolescents' level of self-esteem should correspond to the level of socialization.

Adolescents' preference for virtual communication, as well as the norms of socialization formed in cultures, also affect the socialization of adolescents. In modern conditions, the socialization of the individual is perceived as part of his activity.

The third paragraph of the first chapter is called "**Problem Research Methodology**". The study of the psychological characteristics of the socialization of adolescents facing the negative effects of demographic factors requires a multi-faceted approach to the problem. The situation is further complicated by the fact that these problems in families are not very open to society. To overcome these difficulties, it is more expedient to carry out diagnostic work in schools to find out about the real situation.

To obtain reliable results in the study, we conducted it in 3 stages.

The first stage is the collection of empirical materials for a determining experiment. Bibliographic methods and questionnaires were used at this stage. In September-December 2016, adolescents (grades V-IX) studying in secondary schools No. 5, 25, 4, and 12 in Ganja, their parents, teachers, and school psychologists were involved in the study.

Our efforts to identify demographic factors that negatively affect the socialization of adolescents have shown that it is demonstrated differently in different people. This was shown by the results of questionnaires conducted among the parents of 482 adolescents, as well as the results of the diagnostic methods we used.

After that, the first phase activities were continued in schools with the participation of teachers and school psychologists, and the difficulties in the socialization of adolescents facing the negative ef-

fects of demographic factors were diagnosed in several directions. V.S. Yurkevich's "Questionnaire to determine the level of cognitive needs" and J. Renzulli's "Rating scale of personality traits for school-children" were selected for diagnosis. The methodologies explained to us the learning motives and interests, cognitive activity, initiative, creativity, personality indicators, which are among the most important aspects of the socialization of adolescents exposed to the negative effects of demographic factors.

At this stage, a rating scale of personality traits for students (to assess the characteristics of students in the areas of cognition, motivation, creativity, and leadership) was also used.

In the second phase, diagnostic work was carried out to determine the attitude to the family, school (education), and oneself. Initially, this work was carried out with younger teenagers. We implemented E. Klessman's "Three Trees" projective method, which provides projective information about family relationships.

We further conducted a study on the method of "self-determination" with the same group of younger adolescents. We included 2 test tasks in the self-determination methodology. Based on the first task, we studied the social interests of young people, their everyday lives, social activities, education.

Further, we used a questionnaire to determine responsibility, a methodology for determining the feeling of fear (E.I. Rogov), a test of "Incomplete sentences", a question of K.G. Young's identity, a test to determine the degree of independence, "Who am I because of who?", a Seashore test to identify someone's place in the group.

In the third stage, social adaptation and self-activation programs were implemented.

Regarding the methodology we use, we believe that they will allow us to clarify the socio-psychological problems of socialization of adolescents exposed to the negative effects of demographic factors and eliminate those negative effects.

The second chapter, named "**Demographic problems of socialization of adolescents**", first of all, considers the issue of "**The impact of demographic factors on the socialization of adolescents**", clarifies the content and essence of the category of socializa-

tion, and details the formation of personality. It considers the tendency to antisocial behavior and analyzes the role of various factors (Bernstein's theory of language codes, Joan Taff's theory of social stratification, N. Newcomb's ideas of the dependence of the process of individual socialization on the environment)¹. It is concluded that since the process of socialization of the adolescent personality is closely linked with the processes taking place in society, the changes that take place in all areas seriously penetrate the structure of the personality and create new needs and values.

In this regard, family problems attract attention. The weakening of the family institute has created many problems for some children eliminating their chances to grow up in a normal family environment. Based on our analysis, we considered it expedient to develop the concept of "inability to socialize" along with the concept of socialization of adolescents. Thus, a new type of attitude that arises in a person experiencing the process of socialization under the influence of demographic factors changes the attitude of others to him. This process is accompanied by psychological tensions, conflicts, emotional and volitional changes in each person. Preparing the individual for the expected changes is a major challenge for social institutions, especially the family.

The next paragraph of the second chapter is named "**Difficulties of socialization of adolescents in a family with demographic problems**". The family is considered to be the primary source of adolescent socialization. According to researchers, the state of the family, which is a natural and comfortable place to live, plays a key role in socialization. Therefore, the conditions of social development created for children in the family determine the nature of the impact of demographic processes on their socialization. That is, the main reason for the socialization of adolescents, or, conversely, their inability to socialize concerning the family, lies in the conditions of social development created for children in this case. The pedagogical literacy of parents (i.e., when parents effectively organize the child's social

¹ Ньюкомб Н. Развитие личности ребенка. СПб.: Питер, 2003

development) helps to neutralize the negative effects of demographic factors.

Improper communication between parents and children and the ineffectiveness of the child's social development conditions result in behavioral and personality disorders in adolescents.

When left unattended at school, this results in them avoiding learning activities. When this situation persists, teenagers tend to move away from family, to pay more attention to their "friends", to behave more "independently", and to lead a completely different lifestyle¹.

The second paragraph of the second chapter, "**Joint activities of social institutions in overcoming the negative impact of demographic factors on adolescents**" shows that the socialization of personality in psychology is associated with the development of components such as self-awareness, self-identification, and self-esteem. Adolescents have problems as a result of the negative effects of demographic factors, which can be overcome through the joint efforts of social institutions operating in society.

The role of the school as a social institution in the socialization of adolescents is undeniable. The study of interactions and characteristics in the classroom is important in the socialization of adolescents.

The effectiveness of the school often depends on how well it works with parents and how well it uses their help. One of the tasks of the school is to create conditions for the social rehabilitation and adaptation of children by combining efforts with the family for raising a fully developed personality.

Another social institution that has a significant impact on the socialization of adolescents is the media. Internet connections play a special role in the irregular, spontaneous socialization of adolescents. Working with a computer, on the one hand, allows youth to expand relationships, exchange socio-cultural values, on the other hand, it

¹ Дерманова И.Б. Типы социально-психологической адаптации и комплекс неполноценности // Вестник СПб. ун-та, сер.6, вып.1, №6, с. 59-67

creates a "syndrome of Internet addiction." At the same time, limited interests, alienation from reality, disappearance in computer games, social isolation, create a harmful emotional situation.

This section shows how to solve some specific tasks through the interaction of school, family, and community.

The third chapter, named **"Elimination of the negative impact of demographic factors on the socialization of adolescents"**, first of all, considers the problem of **"Mechanism of socialization of adolescents exposed to the negative impact of demographic factors"**.

This section of the dissertation examines the state programs for the socialization of adolescents affected by demographic factors, analyzes the goals and objectives of the experimental research conducted on the basis of state programs for the socialization of adolescents in Russia, France, Poland, England, and other countries¹. These programs considered the socio-psychological content of the work to be carried out with adolescents experiencing demographic problems. The psychological services provided to adolescents in the implemented programs are designed for their social adaptation and identification, development of creative abilities, sports achievements, and academic success, as well as socialization in a group environment. We carried out this work in cooperation with teachers and parents.

The experiment was conducted in three stages.

In the first stage, the social and psychological features of the real demographic situation of the adolescents involved in the study, who faced the negative effects of demographic factors, were studied. Based on the facts obtained in the second stage, diagnostic results, main principles, goals, and objectives of preventive and correctional work to be carried out with adolescents were identified, and the action plans, instructions, and correction methods were developed.

In Phase III, the work which was conducted in Phases I and II was tested in specific situations. Problem situations, psychological

¹ Ремшмидт Х. Подростковый и юношеский возраст: Проблемы становления личности: Пер. с нем. М.: Мир, 1994; Юсупова Х.Г. Ресоциализация подростков в условиях муниципального социального приюта// Социализация детей и подростков, мат. научно-прак.конф. Орехово-Зуево: МГОГИ, 2008, с. 148-153 vә başq.

dramas, and role-plays served this purpose. Necessary measures were implemented based on the "Program of socio-psychological adaptation and identification of adolescents exposed to the negative impact of demographic factors."

The paragraph of the third chapter named "**Determination of the negative impact of demographic events on the socialization of adolescents**" identified the negative impact of demographic processes on the socialization of adolescents based on the results of a conducted psychological experiment.

To conduct the experiment in 2016, we have selected the pilot schools which included high schools No. 5, 25, 4, and 12 of Ganja. Based on a survey of parents in these schools, we identified those adolescents who were negatively affected by demographic factors.

According to the survey, 156 out of 482 parents (32%) have experienced one of the demographic events. Specific problems they face are relocation or staying in rented housing - 31%; parental unemployment, poverty - 24%; parental death or divorce -24%; displacement -8%; disease - 13%.

Thirty-one of the incomplete families do not have a father, six families raise the children without a mother, the children are under the care of either grandparents or close relatives. 8% of families have refugee status. Adolescents in the disease category make up 13%. Parents are often anxious, unable to spend their free time as they please, and unable to properly fulfill their parental responsibilities in the upbringing and maintenance of their children.

Surveys of 81 adolescents in experimental grades V-IX showed that adolescents' cognitive needs were higher in families with unemployment problems, as well as in families living as refugees. Adolescents living in rented housing or raised in single-parent families have average cognitive needs. This figure is lower in sick adolescents. They have an average vocabulary, use concepts, and terms when appropriate, and their speech is mostly age-appropriate. They work on information on topics of interest to them, they remember well-explained and clear information, can recall it when there is an individual approach.

Some of the young people tested on the motivational character-

istics given on the second scale are responsible, try to keep their word, try to do well, but the result is not always successful. They communicate freely with peers and adults but are not very confident. When they are asked to demonstrate their abilities, they are hesitant and make excuses. They are not very enthusiastic about communication, but they are sincere when they socialize.

Our further research was conducted with those tested directly. The results of the "Three Trees" projective methodology showed that even though young adolescents facing the negative effects of demographic factors do not have exhaustive ideas about family values and relationships, they do have an emotional attachment to their families.

The results of the test also showed that demographic factors at a lower level in the hierarchy of needs, which include physical contact, being loved, accepted, protected, and safe, are important for young adolescents. As a result, adolescents' needs for self-esteem and self-realization are delayed. This harms the socialization of young people.

After that, we conducted 2 test assignments with young teenagers based on the "Self-determination" method. It was found that time is divided inefficiently during the day. Later, it was discovered that the events that young people fear change depending on their individuality, attitude to education and school, as well as their demographic problems. Adolescents from sick and incomplete families have more fears. They are afraid of diseases, supernatural beings, and darkness. Adolescents who live in rented housing and whose parents are unemployed are more afraid of being humiliated. Those from refugee families are afraid of strangers.

To diagnose older adolescents, we used the Incomplete Sentences test. The results show that adolescents exposed to demographic influences have a fairly negative attitude towards their parents and people outside the family, with whom they have direct social contact, as well as other factors of the social environment. Many of them underestimate their capabilities and characteristics, as well as their existence as a whole. This, of course, is the main obstacle to their social adaptation and self-realization.

After this research, we identified one of the natural factors un-

derlying the socialization of older adolescents - their personality type, the predominant temperament traits, based on K.G. Young's personality survey.

Among the tested adolescents, the introversion, extroversion, and ambiversion levels were in line with the probabilities. Introversion prevails in 43% of teenagers. They live in a world of their impressions. They are less sociable and quiet. They can hardly make new acquaintances. They do not like to take risks, they are badly affected by the breakdown of old relationships, they are very excited and slow. This type is predominant in phlegmatic and melancholic youth.

Extraverts prevailed, they are easy to communicate, they have a high level of aggression, they are prone to leadership, they like to be the center of attention, they are sincere, sociable, impulsive, choleric. The prevailing type is the sanguine type.

In 28% of ambiverts, the intermediate (mixed) characteristics of both types are manifested. According to our hypothesis, it is the ambiverts who feel the negative effects of demographic factors stronger than other types, because of the difficulties in self-awareness, self-esteem, and self-determination due to the negative social situations. The inadequacy of the environment can lead to a mixed perception of personality traits.

The last paragraph of the third chapter ("**Socialization of adolescents in peer-to-peer interactions**"), identifies that the difficulties of adolescents' interactions with people are related to socio-psychological motives, primarily creating communication barriers. Our correctional work was directed to the prevention of delays in the socialization of adolescents, and the elimination of the negative impact of demographic factors on their development and in learning activities.

The experiment we started in 2017 was provocative. The research creates a change in their motivation, behavior, and, finally, their attitude to the social world, with a provocative moral and psychological impact on their personality. At the same time, the experiment was systematically monitored for changes in other areas. An

action plan was developed to increase the social activity of adolescents.

First, we started correctional work with the teenagers who studied in schools No. 5 and 25 and who were trained in experimental groups. We collected the necessary information about those tested. Then we conducted the diagnosis of abilities based on A.A. Loseva's "Methodology for the detection of abilities" (Appendix 11). According to this diagnosis, we divided 156 adolescents in the control classes into 3 groups: science, creativity, sports.

We collected and compared scoring and grades for all three disciplines. Further, we have identified the top 4 areas that were most suitable for those tested based on their strengths. As a result, we advised them to choose one of the 4 areas to develop their abilities. Based on their choice, we worked on the correction of success motivation in the relevant areas.

Correction directions for expert and personal preferences of those tested

Table 1.

Capability areas	Choices	Experimental 81	Control 75	Total tested	
				People	Percent
Science	I. Intellectual II. Academic achievement. VII. Technical	21	18	39	25
Arts and humanities	III. Creativity IV. Literature. V. Performances VI. Music IX. Artistic Performance	31	29	60	38
Sports	VIII. Motion. X. Communication and leadership	29	28	57	37
Total	10 choice categories			156	100

Of those tested, 25% chose science, 38% arts and humanities, 37% sports. We continued our further research only with adolescents in experimental classes. We also identified their choices by class. Based on these results, the first direction of the correctional work was to increase the training motivation of the subjects. The second, parallel direction, was aimed at the development of their artistic abilities. The third direction was the achievement of sports success by the teenagers. For this purpose, we have included the following in the methodology used to change the experimental conditions:

- correction of delays in the socialization of adolescents;
- emotional problems in the psychological indicators of adolescents;
- problems that create a negative situation in individual psychological traits.

To make the results of the experiment valid, organizational measures were taken at each stage:

Content of correction programs

I - science: an easy way to acquire knowledge - correction program

Introduction. The acquisition of knowledge is a complex psychological process related to human natural abilities, including social conditions. This process involves the participation of all individual psychological characteristics (temperament, character, abilities), cognitive abilities (perception, memory, attention, thinking, speech, imagination, emotion, will), communicative skills, etc.

The purpose of the program: to activate and develop the mastery of the adolescents, their potential abilities in this field.

We have included the following modules in the program:

I-mastery motivation: perception; attention; memory; thinking; speech; intellect.

II-creativity: self-discovery in the creative process: (application of creative abilities to creative fields; creative development, techniques, and connections:

III - sports and leadership: defining and realizing one's energy potential: individual characteristics of the athlete; motivation and es-

establishment of the athlete's activity; subjective activity of the athlete; mutual relations in sports teams.

Common modules for all three groups - Cooperation with group mates; Requirements development; Training methods.

Training on the following topics was held for 2 months: - Self-discovery; Disclosure of personal qualities; Determining training motivation; Determining participants' skills in their chosen fields; Increasing confidence in learning success; Overcoming educational opportunities and barriers; Motivation for success; Group and I.

After the organization of the work to be applied in the experiment, re-diagnostic work was carried out in the control and experimental classes. At this point, we conducted the test "Who am I because of who?" Important results have been achieved for the development of behavior and attitudes of adolescents facing the negative effects of demographic factors, their adaptation to the team. Their assessments revealed how they were assessed by themselves, their families, friends, and teachers. This gave us the information we needed to learn about adolescents' self-esteem.

Then, with the Seashore test, we clarified the ability of older adolescents to determine their place in the group and adapt. It turned out that the attitude toward the "Group and I" in adolescents in the experimental group changed greatly, along with the sense of self-esteem. They answered the following questions of the test and showed higher results than in the control group.

I. How would you rate your place in the group?

II. If you had such an opportunity, would you change your group?

III. What are the interactions between the members of your group?

IV. How is your relationship with the management of the school (institution)?

V. What is the attitude to education in your team?

During the test, only one of the questions is selected and the number is circled. The key is used by the experimenter himself. If group members wish, information about the results can be published either publicly or individually.

Results of the Seashore test in the experimental and control groups

Table 2.

Scores	results				Total number of tested	
	people	percent	people	percent	people	percent
Highest: 14-19	31	38	25	33	56	36
High: 5-13	41	51	33	44	74	47
Low: 0-5	9	11	17	23	26	17
Total	ex. 81		con. 75		156	100

The table clearly shows the differences between the results of both groups. These differences reaffirmed the changes in our observations, discussions, attitudes and behaviors, training, and activity in the experimental groups during the experiment. We can observe this in the following way:

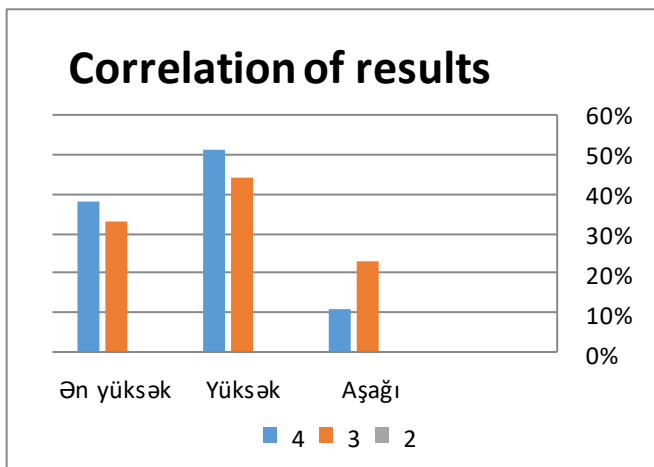


Figure 1. Correlation of results in experimental and control groups

Now let us take a look at the difference in the emotional and volitional changes of adolescents according to the situation before

the experiment. For this, we used Luscher's color test. We correlated the results of the "Tree Test". This was the situation in the experimental group.

1. The difference in the state of anxiety - less than 11%;
2. The difference in the state of emotional distress - less than 12%;
3. Self-assessment difference - 14% higher;
4. Willpower was 11% higher.

When investigating the reasons why the growth dynamics of the will was not as high as expected, it was determined that this was due to the time factor. Thus, better success in science, creativity, and sports, as well as the success and victories in training, competitions, and contests, lead to the increase of willpower.

Research has shown that our experiment to obtain important psychological facts has yielded positive results. The importance of the "Program of socio-psychological adaptation and identification of adolescents facing the negative effects of demographic factors" was great. As a result, the correctional work had a positive impact on the development of appropriate social qualities, especially self-confidence in adolescents, increasing their hope of being useful to themselves, their families, peers, teachers, and society. Consultations and explanations were held to establish contacts between these areas.

The uncertain nature of adolescents' interactions with others is explained, first of all, by the fact that they do not fully accept each other and have difficulty in choosing appropriate means of communication. Taking into account this reality, conversations and discussions are held with the teenagers involved in the correctional program about the areas of activity that interest them, successful personalities, athletes, scientists, inventors, and others.

The factor that plays a key role in interpersonal relationships is also explained by individual psychological characteristics. Experience has shown that the solution to the problem of interaction and adaptation among adolescents is not based on their success in training, creativity, and sports, but rather on a humane approach to their peers. If a teenager has these qualities, his or her success is a secondary factor that has a positive effect on the relationship. That is why

the creation of the most favorable conditions at that time not only helped teenagers to get accustomed to the creative environment but also helped to increase their physical abilities.

Another successful aspect of our study was that students, teachers, and parents regularly consulted psychologists in the schools where we worked. Even older people have tried to benefit from psychological services.

Based on the above, we can summarize the **results of our research**.

Our analysis has shown that ethnocultural and social institutions are involved in the socialization of adolescents. Human qualities also play their role in the ability to socialize, but not always individual opportunities and abilities can withstand the effects of negative environmental factors.

It has been established that adolescence is the most intensive period in which social interests arise. Factors that negatively affect the socialization of adolescents are not always direct. For example, changes in the demographic structure of the family, the difficulties created by the system of family relations are direct factors in the socialization of adolescents.

The greatest difficulty a person faces in the process of socialization is accompanied by a change in his attitude to himself, his personal life, family, and social relationships, a feeling of hopelessness, and despair. It is this change that creates changes in his activities, communication, and social (group) relations. Due to their socio-psychological portrait, groups of adolescents who face negative influences are different from groups of their peers from organized families.

Its effects on adolescents facing the same demographic factor are also different. This is due to the lack of favorable social development conditions for adolescents, family conflicts, and violence against adolescents (in this case, adolescents' self-esteem, self-value, and self-confidence weakens, they sometimes join harmful antisocial groups). Due to delays in the formation of "self-consciousness" and "self-concept" in adolescents, they are not able to fully realize their

potential, and in this case, they develop emotional states such as lack of confidence and worthlessness in their perceptions of themselves.

Another demographic factor that slows down socialization is the disability and illness of adolescents. In the study, this problem was theoretically analyzed in two aspects - the socialization situation typical of adolescents with autism and the difficulties caused by disability.

Our research with young adolescents has shown that the negative effects of demographics slow down socialization and create problems in their emotional, motivational, and cognitive activities. Parents are not demanding enough of them, which slows down the development of young people's understanding of the social role of the family, and weakens their trust and confidence in their relationships with family members.

The empathetic content of attitudes toward family, parents, and people around them in older adolescents is not beneficial to their socialization. These results can create emotional tension in their relationships with people. At the same time, the attitude of older teenagers towards themselves is unsatisfactory. Many of them underestimate their capabilities and characteristics, as well as their existence as a whole. This hinders the social adaptation of adolescents to self-realization.

List of publications on the main provisions of the dissertation:

1. Yeniyetmələrin sosiallaşmasının psixoloji xüsusiyyətləri . Məqalə. Pedaqoji Universitetin xəbərləri. Humanitar, ictimai və pedaqoji-psixoloji elmlər seriyası. Bakı. 2018. №1 c.66 22639 i.s. səh.235-246 -AAK-ın tövsiyə etdiyi nəşr
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