

T. Leary's Questionnaire "Diagnosis of Interpersonal Relationships" Study of the Socio-Psychological Characteristics of Conflicts among Adolescents Based on the Methodology

¹Mamayusupova Iroda Khamidovna, ²Mamayusupova I.Kh.

¹PhD, Associate Professor, Department of Education, Kokan State Pedagogical Institute, Kokand, 150700, Uzbekistan, 0009-0003-2462-7916, irodamamayusupova7777@gmail.com

²PhD, assistant teacher, Department of Interfaculty Pedagogy and Psychology, Kokan State Pedagogical Institute, Kokand 150700, Uzbekistan, 0009-0003-2462-7916, [\(irodamamayusupova7777@gmail.com\)](mailto:(irodamamayusupova7777@gmail.com))

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Annotation

This article examines T. in adolescent boys and girls. Leary's survey entitled "Diagnosis of interpersonal relationships" is based on a methodology based on psychological data on the occurrence of conflicts. All events that occur in a person's life during adolescence are important factors that determine some direction for subsequent periods, and prevent complications associated with positive or negative results.

Such features of adolescence are aimed at studying conflicts and their psychological characteristics on a large scale, which is one of the urgent problems of adolescence in psychology. The study of conflicts in adolescence is also important when analyzing the psychological causes underlying crime and administrative offenses among young people, as well as violations in the personality structure. In the study of the socio-psychological characteristics of conflicts among adolescents, T. Leary reveals a questionnaire technique called "diagnosis of interpersonal relationships." Through the method of T. Leary developed options 8 general and 16 relatively specific images of interpersonal interaction for his study of interpersonal relationships. It was with the help of this actant that it was proved that adolescent children have a change in attitude to conflict. The problems of psychodiagnostics of conflict-causing factors in adolescents and their solutions, socio-psychological features of conflict situations in adolescents, and the conclusions of respondents in research on gender, socialization conditions, and various manifestations in family relationships are formulated. Even though methods aimed at studying the psychological characteristics of conflicts in adolescents are diverse and widespread, uniform standards have not yet been created for them. The methods developed in the factor of complexity and specificity of conflict situations in adolescents are mainly used in the structure of socio-psychological training.

Keywords: adolescence, conflicts, diagnosis, conflict, confrontation, learning, emotional experiences, research, tolerance, structure, mechanism, aggression.

INTRODUCTION

All specialists studying the problems of personality and its development, maturation and self-expression as a member of society in the world conduct a lot of scientific research on age periods, however, in accordance with the levels of manifestation of conflict behavior in adolescents, signs of aggressiveness, destructive criticality may appear, criteria for evaluating conflict-prone personality behavior may be dynamic., The individual psychological characteristics of adolescents with a high degree of conflict, differentiated manifestations of conflictogenic behavior and constructive adaptation to group relationships, the priority nature of the "competition" style in conflict situations have not been scientifically investigated.

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adolescents with a high degree of conflict, differentiated manifestations of conflictogenic behavior and constructive adaptation to group relationships, the priority nature of the "competition" style in conflict situations have not been scientifically investigated.

Methodology

Even though methods aimed at studying the psychological characteristics of conflicts in adolescents are diverse and widespread, uniform standards have not yet been created for them. The methods developed in the factor of complexity and specificity of conflict situations in adolescents are mainly used in the structure of socio-psychological training.

When studying conflicts among adolescents, the peculiarities of choosing the object of research are highlighted. In many studies, the learning point is formed based on educational institutions. Factors such as the presence of different environments and points of adaptation for the object of study, the variety of characteristics of conflicts, and the total importance of the influence of the environment in the views of the parties to the conflict can reduce the level of effectiveness of the object's involvement in the study. That is why it is important to pay attention to the fact that the object is in the same environment and in the same conditions as possible.

Several methods have been developed aimed at studying the socio-psychological aspects of conflict situations in adolescents, which, along with certain features of psychological and pedagogical activity, make it possible to diagnose acquired behavioral skills, self-control, and exit from conflict situations in conflict and post-conflict situations, as well as selected styles of interpersonal relationships in adolescents. By the author's research goal, four methods aimed at analyzing conflicts in adolescents were selected. Of these, T. used the Leary survey technique called "diagnosis of interpersonal relationships." These techniques will help you explore communication styles and conflict resolution in interpersonal relationships. The questionnaire "Adolescents' attitude to conflict situations", developed as part of the study, serves to assess conflicts in adolescents and diagnose the correct choice of styles in conflicts.

Within the framework of these methodological developments, based on the primary indicators of the results obtained, it is planned to develop a training program for the next stage – psychocorrective work. When managing conflict situations in adolescents, it is important to carry out several techniques in parallel and compare the primary results.

The social image of conflicts in adolescents is determined by their desire to feel a sense of belonging to a group, to show their place and importance in the group. At the same time, it is considered important to balance the forces of aspiration or avoidance between the group and the person. Resolving conflicts arising from the contradictory or indifferent attitude of the group to the fact that a teenager as a member of the group has his own opinion and point of view and seeks to express it in the group and beyond is considered difficult. Such conflicts are difficult to detect only with the help of individual psychological counseling, and the specific content of conflicts can also be processed with the help of psychological training[.].

In the course of training, during which work with the causes of conflicts is established, it is necessary to strive for the emergence of these forces of influence, as well as to develop skills for managing counteraction to force in a conflict situation. This is necessary to create a mood of activity and cohesion in the training group, as well as to maintain balance during training. It is necessary that the activities during the training are not limited to the analysis of direct conflict situations. It is important to prevent the participants from forming a mood of formality.

It is inevitable that in public life, interpersonal relationships, some separate conflicts and disagreements arise among themselves. Conflict is usually understood as conflicts expressed in opposing views, through intergroup or interpersonal relationships associated with unpleasant emotional experiences [.].

Teenagers will have the character of being counterproductive to any actions that lead to conflicts. At the same time, in parallel with the force of the impact that caused or led to the aggravation of the conflict, the force of countering the conflict, actions aimed at mitigating the conflict, also comes to the surface. For example, a teenager had a conflict with a peer. The actions of the parties are aimed at resolving the conflict in their favor. Although this is more likely to exacerbate the conflict, there may be such an impact force that this force will lead to a faster resolution of the conflict. In this situation, when one of the two teenage peers comes to mind to compare himself with the opposite side, when this comparison is adequate and, therefore, the probability increases that he will be able to find the most effective way to an agreement, knowing his place in the conflict, the conflict itself reaches an agreement.

It is known from the historical development of our society that interpersonal relationships are the main mechanism that serves to optimally ensure the socio-psychological and psychological environment. The psychological crises behind the conflicts inherent in adolescence today are caused by the imperfection of personal maturation and interpersonal relationships, the socio-psychological environment that develops among adolescents, the violation of national and universal values and the insufficient attention of society to them.

When studying the behavior of adolescents from a psychological point of view, it is important to study the process of relationships between adolescents, their parents or their deputies, employees of institutions where adolescents receive education, representatives of the neighborhood and the public, etc. with criteria of adolescence. In society, interpersonal relations, along with "subject-subject", are manifested in the system "subject-group", "I-we". Such a system has long been established in the socio-cultural environment and emerged as national values. That is why in our study we consider this system in order to identify its psychological patterns and find answers to the questions of T. We found it necessary to use the Leary test to study the characterological features (psychological image) of a personality. In order to ensure the value-normative equality of interpersonal relationships among adolescents based on identity, it is also appropriate to highlight the analysis of behavioral expression peculiar only to adolescents.

Interpersonal relationships in such environments as family, educational institutions, circles of friends, although they are considered value norms and are considered important, the lack of harmony and consistency in the normative relations of adolescents between the concepts of "I" and "we", as well as the lack of identification and socialization of personalities in the norm, lead to much sadder situations. Studying such cases, questionnaires, and testing methods become very important for finding a scientific solution. Depending on the age periods of conflicts, several specific aspects of the study are identified, the importance of methods on this topic will be to identify the psychological characteristics of the selected participants, characteristics of adolescence. In addition, the importance of the experimental research currently underway can be expressed in the following:

Carrying out work aimed at determining the level of conflict tolerance of a teenager's personality. Comparative study of the degree of propensity to conflict;

1. Interrelation of conflict situations and intergroup relations, assessment of constructive and destructive relations between an individual and a group (or some members of the group) ;
2. Determining the possibilities of assessing the specifics of adolescence in interpersonal relationships and analyzing communication skills in the age period;
3. Determining the balance between the conflict nature and the desire of adolescents for consent in educational and educational institutions, as well as analyzing the degree of dependence of the pedagogical environment in educational institutions on conflict situations;
4. Comparative study of the influence of characteristics such as conflict and right-aggressiveness on the criteria of self-expression and self-esteem among family, neighbors, and peers;
5. Psychological study of aspects of mental development and emotional state of a teenager related to the mechanisms of behavior and control in conflict situations;
6. Assessment of the adequacy of a teenager's approach to conflict and conflict issues;
7. Creating the possibility of mutual comparison of techniques focused on conflict situations and other aspects of interpersonal relations with the results of other types of techniques.

Let's turn to the consideration of methodological issues of the study of the observed conflicts among adolescents. To study the problems associated with conflicts between adolescents in the course of the study, T. From Leary's methodology, created in 1954 (L. In Sobchik's modification) [130]. The methodology is aimed at studying interpersonal relationships and their style, structure, as well as features. It also helps to identify the conflict zone of the subjects.

With the effective organization of psychological services provided to adolescents, methodological developments aimed at a specific goal, considered in special tests and inspections, are quite common, and the forms of their application are simple.

Result and Discussion

It is known from the historical development of our society that interpersonal interaction is the main mechanism that serves to optimally ensure the socio-psychological and psychological environment. The psychological crises behind the conflicts inherent in adolescence today are caused by the imperfection of personal maturation and interpersonal relationships, the socio-psychological environment developing among adolescents, the violation of national and universal values and insufficient social orientation towards it.

T. Leary's technique "diagnostics of interpersonal relationships" is also recognized as one of the techniques with structural strength and high validity. Through the method of T. Leary developed options 8 general and 16 relatively specific images of interpersonal interaction for his study of interpersonal relationships.

The questionnaire is used to identify certain types of interpersonal behavior. There are 128 epithets - opinions in total, divided into 8 octants of 16 questions each. Each Octant reflects different psychological profiles. Expressing his opinion on the questions in the questionnaire, the subject puts a "+" sign regarding the quality that is inherent in him.

We will describe the octants below:

- 1-Octant-dominant;
- 2-Octant – Independent-dominant;
- 3 – Octant-aggressive;
- 4-Octant-Unreliable-Skeptic;
- 5-Octant – Submissive-shy;
- 6-Octant-is not independent;
- 7-Octant-collaboration;
- 8- Octant - is altruistic.

These are 8 different types of interaction between teenagers. We can also divide these 8 types into two different types. The four types of relationships that reflect octants 1, 2, 3, 4 embody a nonconformist tendency, and these octants are characterized by a tendency to cause conflict situations. It is on these octanes that we focused our main attention when analyzing the results of the methodology.

While the main focus of the study is on the primary results of the methods used in adolescents, i.e. In the available 8 octanes according to the Leary method “diagnostics of interpersonal relations”, the following results can be seen

Relationship Type	Minimum	Maximum	Mean	Standard Deviation	Skewness	Kurtosis	Relationship Type
Dominant	2.00	14.00	8.7479	2.17933	-0.250	-0.003	Dominant
Independent	1.00	12.00	7.2941	2.11673	-0.177	-0.237	Independent
Aggressive	2.00	16.00	7.6723	2.21745	0.144	1.326	Aggressive
Distrustful	2.00	14.00	7.1092	2.53715	-0.039	-0.597	Distrustful
Submissive	2.00	15.00	8.6891	2.56359	0.018	-0.410	Submissive
Dependent	4.00	15.00	8.9580	2.61156	0.177	-0.657	Dependent
Cooperative	4.00	15.00	9.9076	2.53782	0.039	-0.479	Cooperative
Altruistic	5.00	16.00	8.9916	2.38105	0.462	0.210	Altruistic

Table 1. Analysis of primary results using T. Leary’s method “Diagnostics of Interpersonal Relationships”.

$p \leq 0.001$ $p \leq 0.01$ $p \leq 0.05$

When we observe the primary data analysis, we can see the following results. Dominant type A(-0,250), ye(-0,003); independent type A(-0,250), ye(-0,003); direct – aggressive type A(-0,250), ye(-,003); distrustful type A(-,250), ye(-,003); subordinate type A(-0,250), Ye(-0,003); subordinate type A(-0,250), Ye(-0,003); cooperative type A(-0,250), Ye(-0,003); altruistic type A(-0,250), Ye(-0,003). Data analysis has shown that we can see that the subordinate type is moderate compared to the altruistic type. Observing the results of descriptive statistics using the Leary method, we can notice that the results obtained correspond to the law of normal distribution, therefore we considered it necessary to use parametric criteria at the next stage of our study.

A person is a member of a certain society, psychologically developed, differing from others in personal characteristics and behavior, the formation of which occurs in the process of social relations[1]. Thus, correctly assessing the role of a teenager in a social environment, it will be possible to determine his correct position in interpersonal relationships and increase his ability to self-control in various conflict situations. After all, when a teenager finds his place in society, it is important that he enter into communication with members of society. At a time when modern science is rapidly developing, pedagogical and psychological developments are being created with the effective use of various technologies aimed at ensuring the social activity of adolescents.

Problems posed on the basis of equality with peers on the basis of relationships, a teenager goes through a separate school of social relations. It is very valuable for them that their mutual interests understand and explain the world to each other together. Homework for teenagers is more important than communicating with peers than doing household chores. The child trusts the secrets of his affairs more to his peer than to his father-mother. He no longer claims the right to be friends with anyone, without placing special emphasis on his negative and positive sides. In the process of communication and relationships with peers, he is able to fully reveal his personality with freedom. As a result of the fact that parents do not provide the teenager with such freedom or that the teenager considers it such, they find themselves in a position opposite to the parent. It should be especially noted that it is on the basis of this communication and relationship that teenagers begin to form a sense of pride. Of course, the norms and rules of pride are learned in adults, but the way they protect their pride is under the special control of their teenagers. Among them, qualities such as loyalty and decency are highly

valued.teenagers greatly underestimate the self-esteem of their peers who do not know how to defend their opinions and interests.

Socio-psychological trainings can be widely used as a means of eliminating the above-mentioned problems. Socio-psychological training as a method of psychological influence on adolescents is widely used in world practice. Socio-psychological training interpersonal understanding allows you to increase the empathic potential of communication, positively solve internal problems. In a broad sense, socio-psychological training refers to the practice of psychological influence based on active methods of working with groups. This implies the use of specific forms of knowledge transfer, skills and abilities in handling, self-development and control. Even in trainings aimed at teenagers, the attitude towards the values of communication and communication is central.

While analyzing the results of the study, we will focus on analyzing the presence or absence of gender differences between the subjects. The analysis of the results showed the presence of a number of gender differences, includingWhen analyzing gender differences using the Leary method "diagnostics of interpersonal relations", a number of differences in the level of trust were revealed (Table.3.1.1). There were no significant discrepancies on the dominant type scale ($t=0.56$; $p>0.05$). It was found that the strength of self-confidence in boys and girls in adolescence is the same for both boys and girls, because their views on the environment and feedback are disproportionately strong.

Table 2. Gender differences in T. according to Leary’s “Diagnostics of Interpersonal Relationships” method.

Relationship Type	Gender	Mean	Standard Deviation	t-statistic	Confidence Level
Dominant	Boys	8.60	2.40	-0.560	0.577
	Girls	8.83	2.01		
Independent	Boys	6.82	1.90	-2.187	0.031*
	Girls	7.65	2.22		
Aggressive	Boys	7.62	2.52	-0.142	0.887
	Girls	7.68	1.98		
Distrustful	Boys	6.60	2.69	-1.961	0.052
	Girls	7.52	2.30		
Submissive	Boys	8.03	2.47	-2.350	0.020*
	Girls	9.13	2.53		
Dependent	Boys	8.78	2.51	-0.594	0.553
	Girls	9.07	2.70		
Cooperative	Boys	10.41	2.45	1.982	0.050*
	Girls	9.49	2.55		
Altruistic	Boys	9.37	2.45	1.519	0.132
	Girls	8.70	2.31		

The Liri teaching methodology found that there are several differences in the level of confidence in the analysis of gender differences according to the Liri methodology. There were no significant discrepancies on the scale of the dominant type ($t=0.560$; $p>0.05$).

It can be testified that significant differences are observed in the 3 octants of the technique. These are independent, subordinate, and cooperative types. When we analyzed the independent type scale, we observed gender differences in confidence levels ($t=2.187$; $p<0.05$). By carefully observing the analysis of the results, it was found that girls have higher independence than boys. You can also see significant differences in the results of the subordinate type (-2.350 ; $*p<0.05$). We see that the indicators of the joint type are higher for guys, and the level of significance is also higher. The indices of this type were 10.4118 in boys and 9.4925 in girls with a significant difference ($t=1.982$; $p<0.05$).

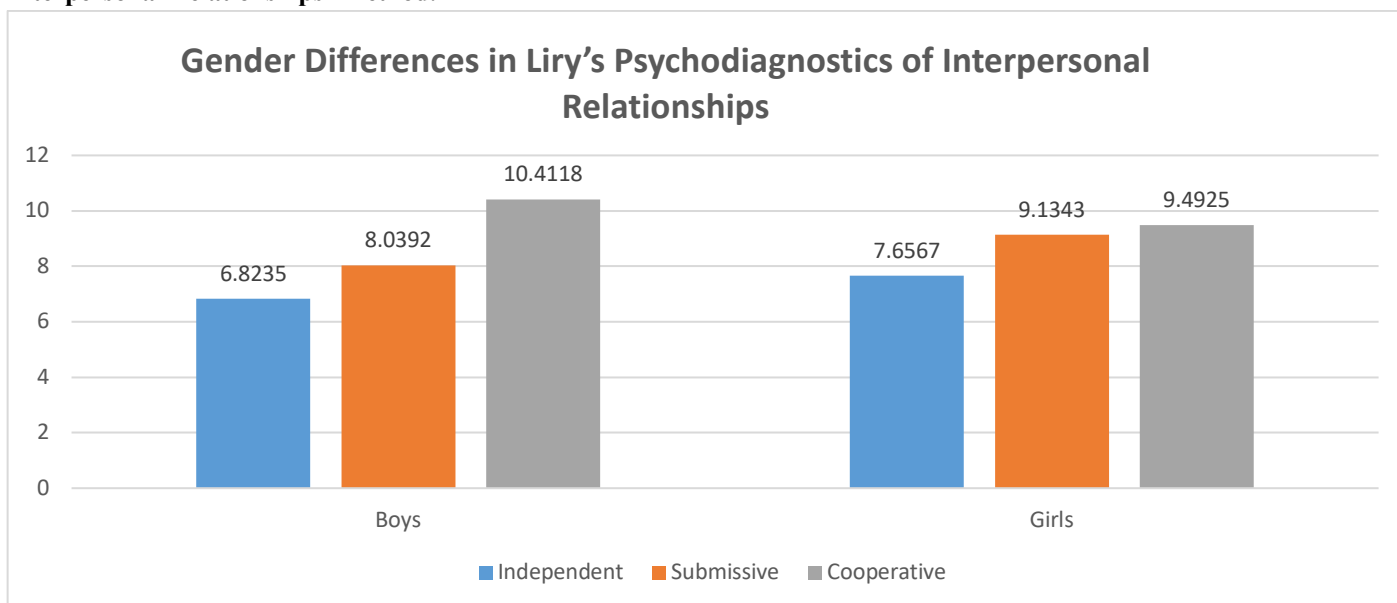
According to the results obtained in adolescents, it can be noted that, although the indicator for boys is relatively low in terms of independent type indicators, It is more relevant compared to the indicator in the girls' group. Because in the boys' group, it was expected that the results of the independent type would be high by the hypothesis of the study. This was to

confirm the notion that today's boys are engaged in more independent activities. But the results showed the opposite. The indicators of independence in the group of girls can be called normal. Because it is natural for girls to have a high desire for independence as an important characteristic of adolescence, and this is also reflected in the results of the study. If you pay attention to the indicators of the type of subordination, you can testify that these results are also relatively low in guys. On the other hand, the results in the girls' group, although slightly overestimated, show proportionality with the indicator of the type of independence. In general, it can be seen that gender differences in this type are quite noticeable, and indicators of the type of subordination in adolescents correspond to the stated hypothesis.

Gender differences in indicators of concomitant type are also significant, and relative growth can be seen in boys. This may be a factor contributing to boys' desire for greater social activity and the ability to build deeper partnerships, active orientation among friends, and efforts to express themselves in a peer group. Although the indicators are relatively lower in the girls' group, we see that they are higher than the results in the study hypothesis.

In the diagram below, you can see the indicators for the 3 types listed above

Table 3. Differences according to T. Leary Developed gender differences according to Leary's "Diagnostics of Interpersonal Relationships" method.



T. According to the method of "diagnostics of interpersonal relations", Liri shows indicators of an independent type (6.8235) in boys and the result in girls (7.6567). From this we can know that this type is somewhat higher in girls. The indicators of the subordinate type showed a result of 8,0392 in the group of boys and 9,1343 in the group of girls. Even in this type, you can find out that the results in the group of girls are higher than those of boys.

Self-confidence, deep judgment, determination and independence of boys and girls, as a rule, in adolescence, after we focused attention, Yana clearly fell. But as we see in the diagram, we see that the average is a lower score for guys, and girls have a higher score than guys. Cases of early development occur in girls compared to boys when we observe physiological development in adolescence, so girls may have a higher level of independence compared to boys.

By studying the interrelation of methods aimed at studying conflict situations among adolescents, it is proposed to increase the ability to determine the degree of reliability and cross-compare the results obtained in accordance with the purpose of the study. The empirical analysis of all the methods obtained in the framework of the study was compared on the basis of certain categories.

T.Leary "diagnostics of interpersonal relations", with the octants of the K. methodology.Thomas-R.The results of the comparison of Kilman's methodology gave the following conclusions:

Table 4. T. Leary "Diagnostika mejlichnostnykh otnosheniy" Leary and K. Thomas-R. "Determination of leadership behavior in conflict situations" by Kilmana method.

Relationship Style	Cooperation	Competition	Compromise	Avoidance	Accommodation
Dominant	0.058	-0.077	0.140	-0.055	0.062
Independent	0.147	0.160	-0.098	0.056	0.004
Aggressive	0.106	0.078	-0.076	0.030	-0.005
Distrustful	-0.150	0.243(**)	-0.130	-0.055	-0.081
Submissive	0.278(**)	0.159	0.035	0.017	-0.033
Dependent	0.107	0.056	0.068	0.062	-0.067
Cooperative	0.301(**)	-0.054	0.032	-0.140	0.184(*)
Altruistic	0.269(**)	-0.051	0.029	-0.137	0.179(*)

*** p<0.001 ** p<0.01 * p<0.05

T.Leary "Diagnostics of interpersonal relationships" and K. Thomas-R. We can see significant differences by observing the analysis of patterns of interrelation in Kilman's methodology "determining leading behavior in a conflict situation."

We observed a positive relationship between cooperative-type scales and trust-level obedience scales when analyzing the results of adolescents (R=0.278; P<0.01). We can observe that teenagers who are prone to submission demonstrate a high level of cooperation. Thus, it turns out that states of subordination can contribute to an increase in aspects of cooperation in plants.

T in the table above. One of the octants in Leary's methodology is cooperation, which in itself will have a high dependence (R=0.301; p<0.01). This means the maximum affinity of the interaction octants in both methodologies.

The altruistic type. We tried to study the aspects of the interrelation of methods for diagnosing interpersonal relationships between adolescent boys and girls and identifying leadership behavior in a conflict situation. In the learning process, we can observe that when the scale of the dominant type is high, the scale of the altruistic type has a high level (R=0.269; P<0.01). Communication as a level of effectiveness and a way to resolve conflicts as an important sign of the altruistic type may show signs of dominance.

Subjects with a predominance of the dominant type (1-octant) have an increased tendency to dominate the group, a constant increase in the level of demand for themselves, easy and quick decision-making and orientation of the current situation mainly on their own thoughts, as well as minimal dependence on external factors, extroversion. characterized by.

Teenagers who are prone to the altruistic type have feelings such as kindness, empathy, and caring for loved ones, especially the elderly. In some cases, teenagers are able to give other people even what they need. Teenagers of the altruistic type experience someone else's misfortune much more than themselves, and to such an extent they cannot tolerate someone else's blood, violence against someone, they may even have reactions such as vomiting, pallor. skin and other vegetative-vascular manifestations range from fainting and even shock. They patiently endure their pain.

A high degree of correlation of the altruistic type with cooperation (R=0.301; P<0.01) may indicate, first of all, the manifestation in adolescents of the quality of a significant sign from the styles of detached feeling, as well as the proximity of altruistic and cooperative types in the personality of a teenager.

The competitive type. During the analysis of the results of our testers, we are trying to analyze whether they have differences in competition according to the methodology of the type of distrust. However, when the level of insecurity is high, we can observe that the level of competition is also high (r=0.243; p<0.01). Self-doubt and conformity of attitudes prevent him from rising to the level of a leader. Extreme suspicion, sensitivity to rudeness and inattention of others, extreme self-criticism are considered his distinctive features. Emotional instability, increased or decreased nervousness, increased attention to environmental influences, self-esteem depending on the opinions of significant people, sensitivity to group disputes, a tendency to cooperate. In addition, a person associated with this type will seek to find attention in the eyes of relatively respectable people. Such people have qualities such as enthusiasm, sensitivity to the emotional mood in the group. Although superficially, the range of interests of such people will be wide.

We can see a situation where the level of insecurity has equaled the competition on the spot. About the type of competition Russian scientist, Professor E.P.II conducting a motivational analysis of conflict behavior, it can be argued that conflict is an interaction between two sides in which the realization of the goals of one side contradicts the goals of the other side, i.e. competition arises as an objective situation, on the other hand, there is an emotional and emotional dislike of another person, the mood of competitive interaction between people, there are various psychological factors in them. characteristics

cause conflicting behavior, he argues.

When we chose this methodology for the study, we had two goals. Firstly, when studying conflicts between adolescents, it was necessary to identify subjects prone to conflict, and secondly, to identify psychological characteristics characteristic of adolescents of this type. The scores scored for each type were analyzed in three different sections: low, medium and high.

Conclusion

The aim was to identify the psychological characteristics of conflicts among adolescents, as well as to develop practical suggestions and recommendations for overcoming conflicts. The fact that conflicts cannot be completely resolved (naturally, there will be a conflict between people with different interests, and there will also be absolutely no identical purposeful, interested people). A growing number of studies proving the existence of positive conflict functions are, in a sense, gaining positive significance. This circumstance, firstly, draws public attention to the issues on which conflicts need to be resolved, and secondly, positive conflict resolution serves progress. For teenagers, this requires special treatment. This creates the need for new approaches to preventing and circumventing conflict situations. The focus now requires a shift to conflict management, not just conflict resolution.

Adolescents have a great opportunity to study the psychological aspects of conflict situations using certain techniques, and based on certain criteria, it will be possible to study the ability of adolescents to carry out information exchange in interpersonal relationships, prevent conflicts, circumvent them, and mitigate the consequences of conflicts.

There is an arsenal of psychological techniques designed to study conflict situations among adolescents when using which it is advisable to proceed from the subject of any research. To analyze the psychological characteristics of conflict situations in adolescents, T. We also used the Leary test. We interpreted the answers received from them using the methods of mathematical statistics and by the rules of qualitative analysis.

Using the Leary technique, we conducted, firstly, a qualitative analysis of the interaction of adolescents, and secondly, revealed the discrepancy between the real "I" and the ideal "I" in the mental world of adolescents. The difference between them shows the distance between how a person presents himself and who he wants to be. The greater this distance, the deeper the internal conflict in the psyche of a teenager, in his personality. It follows from this that intrapersonal conflict necessarily affects their relationships with peers through the sphere of misunderstanding of the human psyche. Our study showed that the greatest difference between the subjects we studied was observed in the aggressive type. This difference is 7 points. This condition can be interpreted as follows: teenagers show a high level of aggressiveness in the form of a real "I". However, the ideal Self, which imagines itself to be mutual, does not want to be so aggressive. As a result, there is a conflict between the real "I" and the ideal "I", and this condition generates conflict situations in the interaction between adolescents.

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