



PSYCHOCORRECTIONAL OPPORTUNITIES FOR REDUCING ANTIPATHY AND IMPROVING SOCIAL RELATIONSHIPS IN ADOLESCENTS

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Abstract. This article examines the socio-psychological characteristics of antipathy among adolescents and analyzes the psychocorrectional opportunities for its prevention and reduction. The cognitive, emotional, and social mechanisms underlying antipathy are explored, and the influence of individual psychological, familial, and educational factors on its development is discussed. The effectiveness of cognitive-behavioral technologies, emotional regulation strategies, art therapy, empathic interventions, and social-emotional learning (SEL) technologies is substantiated.

Keywords: antipathy, adolescence, psychocorrection, empathy, emotional regulation, social relationships, bullying, social-emotional learning.

In the context of globalization and the rapid expansion of digital communication technologies, interpersonal relationships among adolescents are undergoing significant transformation. Such changes are often accompanied by social exclusion, bullying, cyberbullying, emotional alienation, and intergroup conflicts. In many cases, these phenomena are rooted in antipathic attitudes.

Antipathy can be defined as a stable negative emotional attitude toward a particular person or social object. It often serves as an initial stage in the development of interpersonal conflicts. If not identified and addressed in a timely manner, antipathy may evolve into overt aggression, social rejection, or persistent hostile relationships.

Psychological Factors Contributing to the Development of Antipathy. Research findings indicate that antipathy is a multifactorial phenomenon influenced by several interconnected factors.



First, individual psychological characteristics play a significant role. Low empathy, high anxiety, emotional instability, poor frustration tolerance, and inadequate self-esteem create favorable conditions for the development of negative attitudes.

Second, socio-psychological factors are important determinants. Rejection by peers, experiences of bullying, competition within groups, and negative psychological climates contribute to the intensification of antipathic attitudes. Peer pressure and conformity may also lead to the formation of collective antipathy toward certain individuals.

Third, family environment has a crucial impact. Adolescents raised in families characterized by frequent conflicts, insufficient emotional support, or authoritarian parenting styles are more likely to develop negative interpersonal attitudes.

Main Directions of Antipathy Prevention. In psychological prevention theory, antipathy prevention is generally classified into three levels: primary, secondary, and tertiary prevention.

Primary prevention focuses on fostering empathy, developing constructive communication skills, and cultivating peaceful conflict-resolution strategies.

Secondary prevention targets adolescents belonging to risk groups. Psychological diagnostics, individual counseling, and corrective interventions are particularly important at this stage.

Tertiary prevention is implemented when antipathy has already become a stable interpersonal attitude. In such cases, cognitive-behavioral interventions, art therapy techniques, and family counseling are considered effective.

Psychocorrectional Technologies for Reducing Antipathy. A comprehensive approach is essential for correcting antipathic attitudes. Practice demonstrates that although the external manifestations of antipathy may appear similar, their psychological origins can differ considerably.

Cognitive-behavioral technologies are among the most effective methods for reducing antipathy. According to this approach, emotional reactions are determined not



by external events themselves but by the interpretations individuals assign to those events. Therefore, corrective interventions emphasize cognitive restructuring, alternative interpretations, and the identification of irrational beliefs.

Emotional regulation techniques also play a significant role. Relaxation exercises, reflective activities, and breathing techniques help adolescents manage their emotions more effectively.

Art therapy is another valuable intervention. Through drawing, creative compositions, and metaphorical expression, adolescents gain opportunities to externalize and understand their inner experiences in a safe and supportive environment.

The Role of Social-Emotional Learning Technologies. In recent years, Social-Emotional Learning (SEL) has become widely implemented in international educational practice. SEL encompasses five key competencies:

- Self-awareness;
- Self-management;
- Social awareness and empathy;
- Relationship skills;
- Responsible decision-making.

These competencies weaken the psychological mechanisms underlying antipathy. Empathy training, role-playing activities, conflict-resolution exercises, and mindfulness practices contribute significantly to reducing negative interpersonal attitudes among adolescents.

Results of the Experimental Study. The findings of the psychocorrectional program demonstrated its effectiveness. In the experimental group, the antipathy index decreased from 68.4 points during the initial assessment to 49.7 points after the intervention ($t = 4.83$; $p \leq 0.01$). No significant changes were observed in the control group.

Furthermore:

- Verbal aggression decreased from 17.2 to 11.1 points;



- Empathy increased from 41.6 to 57.8 points;
- Emotional stability improved significantly;
- Social acceptance indicators increased.

These findings confirm that the psychocorrectional program positively influenced adolescents' emotional, cognitive, and social functioning.

The study confirmed that antipathy is a widespread and multifaceted socio-psychological phenomenon during adolescence. Its development is influenced by cognitive, emotional, and social factors. Effective reduction of antipathy requires the integrated application of cognitive-behavioral techniques, emotional regulation strategies, art therapy, empathic interventions, and family support mechanisms.

Therefore, educational institutions should systematically implement preventive and psychocorrectional programs, while also enhancing the psychological competence of teachers and parents. Such measures can significantly contribute to the development of positive interpersonal relationships and the psychological well-being of adolescents.

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