

**ҚАЗАҚСТАН ЖӘНЕ ШЕТЕЛ ҒАЛЫМДАРЫНЫҢ
ОРТАҚ ҒЫЛЫМИ ЗЕРТТЕУЛЕРІ
СОВМЕСТНЫЕ ИССЛЕДОВАНИЯ УЧЕНЫХ
КАЗАХСТАНА И ЗАРУБЕЖЬЯ
JOINT RESEARCHES OF SCIENTISTS OF KAZAKHSTAN
AND ABROAD**

МРНТИ 04.61.00

<https://doi.org/10.51889/2021-4.1728-8940.04>

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**FEATURES AND MANIFESTATIONS OF THE TENDENCY TO
LIE OF HIGH SCHOOL STUDENTS**

Abstract

This article is devoted to the problems of false interaction of students in the field of secondary education. This article provides a scientific analysis of the term "falseinteraction". Falseointraction is interactions of a special kind, characterized by the awareness of lies (falsehood, deception) by both Actors and the simultaneous acceptance (or imitation of acceptance) of this lie for the truth.

The main purpose of the article is to explain the relationship between truthfulness and false information through falseointraction among secondary school students, namely among schoolchildren studying from grades 5-9, and to determine the level of relevance of this problem on the basis of special studies and scientific articles published in recent years. Communication between adolescents and parents has been the subject of several studies examining the effects of disclosure and secrecy on social relationships and adolescent adaptation. Less attention was paid to adolescent deception. Despite the fact that lying is a common problem for parents, doctors and specialists, there has been little systematic research on the lies that children tell in connection with their problematic behavior, as well as other social factors that may influence this relationship. In adolescence, it is very difficult to be heard and not get punished for it. Which is also a big issue in a society. And in no case should children be given the opportunity to use the results of deception.

Keywords: false interaction, lie and truth, false interaction of secondary school students.

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**ОРТА МЕКТЕП ОҚУШЫЛАРЫНЫҢ ӨТІРІККЕ БЕЙІМДІЛІГІНІҢ
ЕРЕКШЕЛІКТЕРІ МЕН КӨРІНІСТЕРІ**

Аңдатпа

Бұл мақала орта білім беру саласындағы оқушылардың фальсеоинтеракциясы мәселелеріне арналған. Мақалада «фальсеоинтеракция» терминіне ғылыми талдау жасалды. Фальсеоинтракция – бұл екі актердің де өтірік (жалғандық, алдау) білуімен және сол өтірікті шындық үшін бір уақытта қабылдауымен (немесе қабылдауға еліктеумен) сипатталатын ерекше түрдегі өзара әрекеттесу.

Мақаланың негізгі мақсаты-орта білім беру студенттері арасында, атап айтқанда 5-9 сынып оқушылары арасында шынайы және жалған ақпарат арасындағы байланысты түсіндіру және соңғы жылдары жарияланған арнайы зерттеулер мен ғылыми мақалалар негізінде осы мәселенің өзектілігін анықтау. Жасөспірімдер мен ата-аналар арасындағы қарым-қатынас жасөспірімдердің әлеуметтік қатынастары мен бейімделуіне әсер ету, ашу және құпияны зерттейтін бірнеше зерттеулердің тақырыбы болды. Жасөспірімдердің алдауына аз көңіл бөлінді. Өтірік – ата-аналар, дәрігерлер мен

мамандар үшін жиі кездесетін мәселе болса да, балалардың проблемалық мінез-құлқына, сондай-ақ осы байланысқа әсер етуі мүмкін басқа да әлеуметтік факторларға байланысты өтіріктерді жүйелі түрде зерттеу іс жүзінде жүргізілмеді. Жасөспірім кезінде оларды түсіне білу, шындықтарын біле тұра «жаза» алмау өте қиын. Бұл қоғамдағы үлкен проблема. Және ешқандай жағдайда балаларға өтіріктің нәтижелерін пайдалануға мүмкіндік берілмейді.

Түйін сөздер: фальсеоинтеракция, жалғандық және шындық, фальсеоинтеракция.

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ОСОБЕННОСТИ И ПРОЯВЛЕНИЕ СКЛОННОСТИ КО ЛЖИ У УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ

Аннотация

Данная статья посвящена проблемам фальсеоинтеракции учащихся в сфере среднего образования. В статье проведен научный анализ термину «фальсеоинтеракция». Фальсеоинтеракция – это взаимодействие особого рода характеризующееся осознанием лжи (фальши, обмана) обоими Акторами и одновременным принятием (или имитацией принятия) этой лжи за истину.

Основная цель статьи заключается в том, чтобы объяснить связь между правдивостью и ложной информации посредством фальсеоинтеракции среди учащихся среднего образования, а именно среди школьников обучающихся в 5-9 классах и определить уровень актуальности данной проблемы на основе специальных исследований и научных статей, опубликованных в последние годы. Общение между подростками и родителями было предметом нескольких исследований, изучающих влияние, раскрытия и секретности на социальные отношения и адаптацию подростков. Меньше внимания уделялось подростковому обману. Несмотря на то, что ложь является общей проблемой для родителей, врачей и специалистов, которую дети говорят в связи с их проблемным поведением, и другими социальными факторами, которые могут влиять на эту связь, практически не проводилась. В подростковом возрасте очень сложно быть услышанным и не получить за это наказание, что так же является большой проблемой в социуме. И ни в коем случае нельзя детям давать возможность пользоваться результатами лжи.

Ключевые слова: фальсеоинтеракция, ложь и правда, фальсеоинтеракция учащихся среднего образования

Introduction

Truth and lies are always a "construct" of our consciousness. At the same time a lie is always a deliberate action of the liar, due to his possession of rent information, and which becoming known to the victim of deception is able to harm the liar in the form of threat of punishment and destroy the intention of the liar to have a positive social evaluation on the part of society and the context surrounding the liar.

The phenomenon of lying has been the subject of study by various sciences for centuries of human history. There are many definitions of this phenomenon, but its essence is the same: it is the reverse side of the truth. So, the dictionary of the Russian language S.I. Ozhegov defines lie as "intentional distortion of the truth, untruth" (Ozhegov S.I. Dictionary 1989), and modern philosophical thought states that lie is "the subject effect of knowingly wrong ideas about the truth" (Sharaurov I.V. 2015).

Falsehood, as the content of social interaction, ceases to be mastered as a problem. Gradually actors of such interaction will be realized as a mutually advantageous exchange that certainly leads to deproblematization of lie as filling of interaction. We propose to define the described form of social interaction with the notion of "falsification" Manipulation of information quality (Conscious manipulation of the quality of transmitted information explains lies or falsification well.) (Kashirina 2013 and 2015).

The direction and sample of this research is adolescents in grades 5-9 of secondary school in Kazakhstan and the phenomenon of lying in adolescents specifically in the city of Nur-Sultan.

Research problem: ten basic motives of liars: desire to avoid punishment; aspiration to receive for itself benefit; desire to protect relatives, friends from experiences or troubles; to protect itself or other person; to draw attention to itself; to prevent a negative situation; to avoid disgrace, shame; to hide the facts about the personal life; desire to seem better; aspiration to superiority and leadership over others, to be ideal (Bardetskaya Y.V., 2016).

The relevance of this study: the motives for the creation of lies can be different, but the fact that lies in social relations arise in the case if it is beneficial to at least one of the actors. Under certain social conditions, lying becomes "useful" and beneficial to both participants in the interaction; and if the expectations of lying are mutual, then such social interaction acquires a falsiological character. Falsehood is a special type of social interaction at which lie becomes a subject of the tacit convention between actors. And frequent use of lie only for one side of the actor, then consequences can be negative (Bardetskaya Y.V., 2016).

The purpose of this study is, the identification of the system of factors contributing to the genesis of falsehood-interaction in the modern system of secondary education in the Republic of Kazakhstan. The methodology of this study: 1) the need to critically analyse, directly or indirectly, the use of imitation or lies in educational schools; 2) the need to define a methodological study of falseo-interactions in general and false interactions in particular; 3) the need to document the study.

Rationale for the choice of topic and aims and objectives

Referring to the scientific thesis, namely to her research Gorchakova Irina: age features of understanding in research', №1, it is necessary to note the fact that* the reasons of lying of teenagers change! with age. Teenagers distinguished different types of lying, mainly depending on its purposefulness. So, despite the fact that pupils in grades 5-9 named fear as their main reason for lying (in the 5th grade it was 33.3%, in the 7th grade – 32.6%, in the 9th grade – 37.5%), nevertheless, it was found that they indicated different types of fear. Factors such as fear of self-expression and fear of not conforming to the expectations of others, as well as all other types of fear and indicators of mendacity found correlations with school anxiety in the study9. (Gorchakova I. 2015) [2, p 126].

In the book "Why children lie" the well-known doctor of psychology Paul Ekman identified the following motives for lying:

- 1) the desire to avoid punishment;
- 2) the desire to obtain something which cannot be obtained by other means;
- 3) a desire to protect friends from trouble;
- 4) self-defence or protection of another person;
- 5) desire to arouse interest in oneself, recognition by others;
- 6) prevention of an unpleasant situation;
- 7) fear of being embarrassed, of getting into a conflict situation;
- 8) protection of private life and property;
- 9) desire to appear better in front of those superior and in power
- 10) desire for superiority over others (P.Ekman 2004).

There are several kinds of lies: white lies (delicate lies), lies of embellishment, lies of politeness, lies of bragging and sucking up, lies that help us get along with other people, self-deception, lies for good and lies for salvation. (Wikipedia:lies).

Scientific research methodology

A child's moral understanding of lies and truth emerges in early pre-school age and develops rapidly during the school years and later is influenced by the social context in which lies are told and the liar's intention in evaluating the lie. And by early adolescence, children's conceptual and moral understanding of lying and truth, becomes comparable to that of adults. Most children who had previously reported that lying to cover up a misdeed was wrong were able to recognise such lies correctly and advise others to tell the truth. However, most of them lied to cover up their own wrongdoing. Likewise, behind the moral understanding of teenagers and their lying behaviour is an act to cover up their parents' transgressions.(Wikipedia Why children lie) (Zakharov A.I., 2012).

Thus, there have been few studies that have examined the social factors that contribute to the development of lying or truthfulness. Moreover, few studies have investigated the relationship between social and cognitive factors (e.g., mental theory, executive functions, conceptual and moral judgments of adolescent children) and lying. Therefore, the aim of the present study was to address these gaps in sociology and to provide a holistic and general picture of the relationship between adolescent lying behaviour and various social factors.

Systems of cheating in different situations are encountered by all parents. Especially cheating in adolescence, if it has taken place before, is becoming more common. Teenagers cheat more often. And it happens in several cases: when they want to attract the attention of their parents, peers or the opposite sex; when they experience negative emotions, jealousy, resentment, anger and so on. And when they feel fear of punishment or fear of letting their parents down. This is not just because of transition or difficult times, but because teenagers have more and

more secrets from their parents and therefore, there are reasons to cheat. Some teenagers cheat with their peers in order to exaggerate their qualities, capabilities or their abilities. Worse, if this becomes a habit in the future, and habits later become part of a person's character. (Lee, K., 2000). In such situations it is important for parents: not just to punish their child, to press their authority, but to react in a way that changes the situation. You should explain your attitude towards honesty by telling your child that it is common in your family to communicate honestly and openly with each other. In doing so, parents should also consider what kind of example they are setting for their children in terms of honesty. The same innocent lie that parents ask their child to tell on the phone or on the doorbell that they are not at home, when in fact they are in the kitchen. Do you always return money in a shop if you have been given the wrong change or when buying entrance tickets for your children downplaying their real age to pay less. Because we all come from childhood: children copy their parents thinking that it is OK to lie, which is also a social problem. And in such situations, parents should identify the reason for the lie: when the first lie began; whether he behaves this way with all family members; what topic they are most likely to lie about. A direct question may not help. In some cases, teenagers themselves do not know why they lie either (Zakharov A.I., 2012).

Teenagers deceive that their parents or relatives look good, when in fact they look tired and so on, and in this way parents or relatives form an ethical view of teenagers. And it turns out that parents themselves teach their children to lie from their very childhood. There are lies for good that form fantasy and there are lies from self-doubt that teenagers want to look better than they are and also are afraid of punishment as it is written above. Society sees lying as something negative and bad. (Homans, J., 1984). Sometimes it turns out that it is present in our world and the same parents teach their children to deliberately lie, and it turns out as a positive phenomenon. It can be difficult to sort out what is good and what is bad [3, p 252].

If to remember the first liar who was described in the literature – it was Hermes. Hermes as a day-old child stole cows from Apollo. And he stole them in a very clever way, he moved them with his hoof to the other side. And made it so that one of the most powerful Gods could never find the thief. Even though the thief was only 1 day old. Then Apollo turned to Zeus, and it was Zeus who helped to find the cows. Hermes had at that time dismantled the cows and made a musical instrument from their intestines. Zeus reacted that Apollo had always had these cows, but you could not do anything creative with them, and Hermes was 1 day old, but he managed to make a musical instrument from the cows. So he showed creativity. And analyzing such cases parents should distinguish where creativity and where teenagers benefit, get a secondary benefit from this lie. In this case the teenager should not be allowed to benefit from the results of his lie. That is actually when parents estimate good, or bad, and try whether there is a malicious intent and personal benefit in it, and if there is then it is bad. The main parental mistakes when parents try to fight with lying and stealing are when adults do not ask the question "What happened? And here it is important that the teenager is able to explain to them "why he did it" and be listened to. If parents find out that their child has lied, they should tell their teenager that "you know I know the truth, but we would like to hear from you. And then a dialogue is established between parents and the teenager (Mukhina, V.S., 2017).

In adolescence it is very difficult to be heard and not be punished for it, which is also a big problem in society. And under no circumstances should children be allowed to benefit from stealing. If parents find out that the child has benefited from his or her own lies, then punishment can be administered, but the punishment must be stipulated in advance, i.e. for the future. Thereby giving the child a chance to correct his mistake. Or confess to the parents and try to solve the problem together. And the teenager will get the experience that if they have ruined something, they can restore it as well. Or if the teenager has taken something that is not theirs and lied, they should always have some kind of reaction from adults after such a situation, parents do not need to encourage this. Although society itself screams that lying is good. The same social media and various films and TV series that show that by lying to others you can achieve greater heights in your career, or succeed in business (Polshkova T.A., 2013).

Referring to A.K. Lopyshova's research conducted among freshmen, the students unanimously answered the questions: "In what cases is lying necessary and in what cases is it unacceptable?". Necessary – "for good", unacceptable – "to the detriment". "How does a person who is deceived feel?". Respondents, based on their own experience, state the following feelings and emotions: offence, anger, humiliation, contempt, pity for the liar. When answering the question: "What does a person who lies feel?" opinions are divided: a part of respondents consider that a feeling of shame, embarrassment, anxiety, and another part insists on a feeling of satisfaction and joy (in case if a lie is successful). In the case of a hoax, those with conscience will admit to having committed it, while a number of those interviewed said they would "insist on it and will not admit to anything.

Responding to the question "Do you think that lying is socially dangerous?" students stated their views in the following way: "Yes, if it is massive", "No, lies within reasonable limits are vital: otherwise all

diplomatic relations will collapse wars and strife will ensue", "Lies are, sadly enough, the foundation upon which the world of human relations rests", "Lies weave their web around all areas of human life...". But at the same time the respondents think that lies are unacceptable in friendship and love relationships.

Respondents considered the problem "How to protect oneself from lying" from two angles: "How to protect yourself from lying?" and "How to protect yourself from becoming a victim of a liar?" and they agreed practically in common opinion: "To be more attentive to yourself and others! (Lopyshova A.K. 2013).

Results and Discussion

In one of the private schools in Nur-Sultan MLS Elorda most teenagers in the transition age lie because of fear, and because of resentment, to gain an advantage for themselves, to get a good grade at school, to avoid shame, as well as to be a leader or to appear better than classmates. Or the teenager got a bad grade at school and told his parents the truth at home. In spite of this, parents severely scolded or punished. To avoid this happening again, fearing a repeat of the situation, they start lying to their parents (Tarasova S.Y., 2016).

Adolescents in transition, in the transition from elementary school to high school, go through an adaptation from childhood to adulthood. And those who are able to overcome various adversities, sociological difficulties in society, then they can continue in adulthood. Some children who can not adapt to the social environment, they try to stand out from the others, they want to be better and begin to invent any stories to be in the spotlight and attract attention. Those who are unable to adapt to society, they cross this line. From some studies, we can learn that teenagers from dysfunctional families also often lie. When children are either ashamed of his environment, and his environment does not want to accept it. In addition, there may also be domestic problems that teenagers can hide, just as ashamed of their family, lying to their peers, so as not to appear flawed in their background. Not being able to endure all of this, they may end their lives. As Emile Durkheim said in his work "Suicide" that people have a psychological predisposition to suicide, it can be explained in terms of psychology. But still, suicide is influenced by a social factor, not a psychological one. Self-injury itself, is one of the easily defined phenomena, and is also a social fact (singular, society, social relations, and the like). Children, teenagers who often lie lead to all kinds of social problems (Heckhausen, H., 2013).

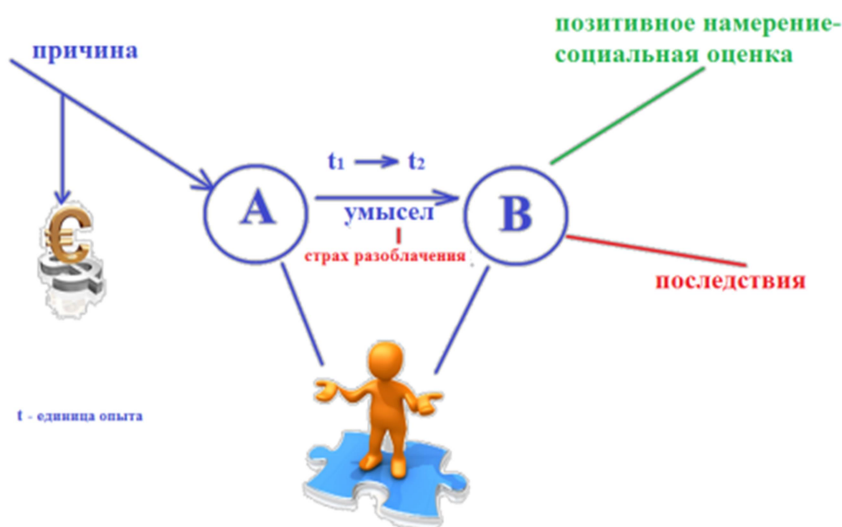
From personal experience and observation I can say that teenagers lie when they do not want to go to school to study. They lie to their parents: that present at all the lessons, may even be delayed at the additional lessons, the teacher are asked to go, allegedly an urgent need to get home, and they quietly go skipping classes at computer clubs, or lying pretend to be sick, inventing various diseases, just when approaching control work or testing in the school. After that comes another fear – exposure. And more and more entangled in their lies. Manipulation – a thirst to have power over other classmates, keeping everyone in fear, blackmail. There's something to be said for collective lying among teens (Horney K., 2021).

Several criteria for lying. The first, for example, when a student comes to school late and tells the teacher that he got stuck in the elevator or stood in traffic on the bus and the like, although in fact he overslept. And realizing that this is not a valid reason, teens misrepresent the reason they are late. The motive is the desire to be a positive member of society, and the distortion is the real reason for being late. The second criterion is intent. Lying is a conscious choice. And if a person actually tells an untruth, but does not believe it himself, he cannot be called a liar. A liar is someone who knows he is not telling the truth. To deliberately mislead, then the message is false. And this information is firmly convinced, but you do not see any signs of lying, you can not call it a lie. And the third criterion is: rent information-providing benefits that allow the owner of information to have certain advantages "profit", both in the form of positive dividends, and in the form of avoidance of punishment. For example, rent information is when a pupil cheats during a quarterly test is a cheat sheet or a gadget for cheating, as well as ignorance of the subject. And the benefit is the opportunity to pass with "excellent" and get a good grade and the opportunity to become a positive member of their society in connection with the status of good or excellent student (Electronic resource, 2021).

Falsehood is seen as a belief system. A belief is a firm belief in something based on past experience. A belief has a cause and an effect. This means that an experience has a sensory reinforcement, which is what our senses give us: eyes, ears, touch, smell and others. Teenagers, by hiding the real cause, avoid punishment from teachers and parents. This establishes a new cause and effect relationship. They infer from such experiences that lying helps them to stay good to those around them [10].

As shown in Figure 1, the adolescent decides to hide the truth by relying on past experiences. This creates a belief: lying equals positive consequences, or avoiding punishment. And exactly B. In this formula there is a rent information cause of deception. For example: how the student is not prepared for the lesson.

Recalling past successful experiences of cheating when not knowing the topic and answering in other subjects. This is an "A". The student makes a choice to cheat. That's B. In doing so, fearing to be exposed by the teacher for lack of knowledge. The negative consequence of being exposed, is a bad grade and further, punishment from parents (Chistyakova M.I.,2017).



Picture 1-Lying as a belief system

If one gets away with it too, an emotion emerges, like the pleasure of cheating, like a sense of excitement at accomplishing a given task. This kind of excitement, can have bad consequences both for oneself and for society.

Such emotions can be observed in liars who deceive their peers, classmates. Such phenomenon as lie – is always deliberate deceitfulness because of possession by the liar of rent information which the victim of deceit knows, is capable to cause the liar harm in the form of threat of punishment and to destroy intentions of the liar to have a positive social estimation from the society and surrounding context (Schottenloer, G. Drawing, 2015).

Likewise, teenagers in the classroom, the more popular, the more talented lie, in order to be a leader, to strive for superiority and leadership over others, to be perfect. Parents who like to embellish their children's achievements, their children do not deliberately, but automatically start lying to those around them. In such situations, teenagers can anticipate preliminary questions from parents or teachers and prepare approximate answers.

With the introduction of online learning, due to the pandemic in the country, pupils could simultaneously watch the answers and cheat on the Internet, peek at them and tell their teachers and parents that they had answered honestly. Consequently, teenagers get used to this method, and that it's possible to study hard and not study. This leads to a poor quality of education as the meaning of memorizing school material is lost. 15 children out of 40 teenagers (5 grade – 20 pupils, 6 grade – 10 pupils, 7 grade – 10 pupils) got "3" and "2" grades while taking an assessment test (summary assessment for one week and one quarter), which was supervised by a teacher (Zenkovsky V.,2010).

With working parents, most teenage children stay home alone. With online learning in schools, teenagers do not pick up calls from teachers, do not show up for classes on schedule. Deceiving the teachers with the fact that the Internet connection is poor, or when the teacher dialed the student to teach the lesson, if parents were around, they would answer the call saying "wrong number", "wrong number" or put on silent mode altogether. But they continued to sit quietly on their various social networks like Instagram, Tik-tok, Likee and so on. And then there are disagreements between parents and teachers until they figure out who lied and who was right. Because, domestic lying destroys both the teenager and those around him. Likewise, when a parent comes home and asks "did you do your homework?" they say "yes", if a parent starts checking and they see they haven't even sat down and opened their books, or when they ask "who ate the candy?" they say "not me, I don't even know who did it", it means the child does not want to upset their parents or is afraid of a reaction or action from the parents. Automatically, the teenager wants to get rid of this kind of pressure from parents or teachers, and it is easier for them to say "yes, I've already done it", just so they don't get

touched at this point in time. These kinds of lies become commonplace and the norm for teenagers. When parents put a "parent code" on their smartphones so that they do not enter unnecessary social networks, they want to know the code in every way, their used phrases are "mum send me the code, the teacher said to look on the internet how to solve the problem in maths", "the teacher said to watch the movie "Menin atym Koja" (5th grade curriculum), "we have finished classes, last lesson asynchronously" (Amina S. 5th grade, 11 years). (Asynchronous learning is a method of teaching in which the contact between the teacher and the learner is delayed in time. Internet resources used to support asynchronous learning include email, electronic mailing lists, and e-learning courses), getting a password after the fact, and sitting on social networking sites. (Wikipedia Asynchronous_learning) (Znakov V.V.,2010).

Lying financially among teenagers, i.e. for pocket money. Money for teenagers is a kind of belonging to adult life, and a kind of status among classmates or among friends from the yard. If they have money, they can treat their classmates, spend it on themselves or treat girls to get her attention, as well as not to feel disadvantaged. That is to dispose of as an adult, a certain attribute of adulthood. Most teenagers at this age are not yet able to plan and calculate money. Once a classmate in the school canteen, he gets used to it and thinking that it is allowed, begins to ask for money every day. But pocket money he does not spend on himself, but for his kindness, he can not refuse, and parents can not admit it, so as not to feel out of character or stingy in front of his peers, further deceived that the pocket money is spent on himself. Adding to the real cost in the school canteen, asking parents for double the amount of money. Buying something at school every day, showing their peers their financial situation and thus want to draw attention to themselves, to show their importance. They want to appear to be what they really are not, i.e. they want to appear superior to others just because he/she is given more pocket money and can afford all sorts of nonsense. Or to spend this money not even on themselves, but for older teenagers. That is, 9th grade teenagers extort money from 5th and 6th grade teenagers. But it is out of fear of not being able to tell their parents, of fraudulently asking them for money. They are afraid they will cripple him, so they manipulate him and blackmail him saying "if you don't want to be crippled, give me the money". If parents don't give money to their children, they become cunning, which may also lead to stealing in the future. Some teenagers start looking for ways and where to find or take money. Teenagers at the bus stop have been begging adults for money to pay for their bus ticket or wallet. Gullible adults would give the teenagers money without question. Later, these teenagers would use the money to buy sweets or go to computer clubs (Znakov, V.V., 2015).

Research among educators suggests that the process of raising and educating children should be honest, sincere. For "like begets like". We lie to children and destroy our health. Time will pass and children will begin to lie to us, becoming sickly and imperfect. It is necessary to overcome this vicious circle of unhealthiness, to contribute to the general harmony of human development, on the principles of which the Universe is built (Sharaurov I.V. 2015).

Conclusions

On observations and initial data of public school of Nur-Sultan city MLS ELORDA, in middle school among teenagers from 5-7 classes it was noticed that lying disposition is caused by age, personality, gender, culture-conditioned, environment and intellectual features. Teenagers also want to hide their ignorance in front of teachers, parents or friends when they resort to lying. Referring to the fact that teachers either did not give homework, forgot the username and password to their page where teachers send homework. Or in front of their peers, in order not to seem stupider in front of them, they start making up all sorts of situations. And based on this, it can be assumed that adolescent lying has a link to anxiety, level of mental ability, self-esteem and is an indicator of social desirability. Adolescents' propensity to lie is influenced by the learning environment in grammar school or in a regular school, in a remedial-development class and in a general school (Znakov, V.V.,2017).

Teenagers who lie, some of them lie to protect themselves. Once they have learned to lie, it is almost impossible to stop. And it is necessary to understand, that when children lie from 3-5 years, it forms the person, gives him possibilities, and parents teach him a lot, already in the teenage years it is the moment, when it more destroys the child and the people who are near to him. It destroys relationships, it destroys life, it has no effect on development. At this point parents need to think "what am I doing wrong?" or "are the people around my child doing wrong?", "why is my child afraid and lying where it is not necessary? And parents will need to respond to their children's lies 50/50. That is, either that you believe or that you know he is not telling the truth. The first time parents discover that their teenage child has lied, they should agree, and pretend to believe him, even if it's obvious what he's done. The next time a teenager lies, they'll practice it

hard every day. And then pretend not to believe it. Calmly and kindly tell your child that you did it. Next, alternate between believing it or not. At these moments, teenagers begin to understand where the boundaries of lying lie. Will learn to communicate more effectively and manoeuvre the situation. They will also learn where to tell the whole truth and where not to say something so as not to hurt or hurt those around them. This is an important period that builds the foundation for the future. Parents, if they will try to keep their child safe and be able to hear and respond appropriately to their lies so that they do not do so in the future, then they will not have to lie to parents and teachers either. They will be able to lie, but they will not do it because there is no need to. Make it so that the teenager is not afraid of their parents, not afraid to scare them or upset them and not afraid to be who they really are. Not the way their parents want them to be, because that is also pressure. Begging him not to lie anymore and then being caught in another lie. This is much more painful than if they had asked never to lie again (Znakov, V.V., 1993).

The reasons for deception can be quite varied, it can be to avoid punishment, an attempt to gain an advantage, one of the most common reasons is to create or maintain a socially favourable image of a member of society. There are cases that are worth highlighting separately, those that relate to a situation where the cheater benefits by harming another person, such as extorting money, manipulating, forcing them to do their homework for them and then passing it off as their own merit.

Cheating and fraud are low and despicable qualities unbecoming of a decent person. Deliberately distorting the truth in order to mislead others is contrary to the concept of honesty, which implies sincerity, straightforwardness, justice, and excludes all tricks, cunning, fraud, deceit...(The Religion of Islam 2011. Deception and Fraud).

To date, the problem in both public and public schools is the lack of professional staff such as school psychologists and social workers/educators and also do not consider it so important to have such professionals in schools (Matveeva S. V., Matveeva A. O., 2021).

The results obtained after the initial study are preliminary and definitely need more experimental confirmation. To determine the perspective of further research, we can say the main directions: clarification of understanding of lie phenomenon depending on gender aspect, personality traits, on family upbringing styles, on moral beliefs of adolescents, etc. The research will be continued (Matveeva S.V., Matveeva A.O. 2014).

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