



DEVIANT BEHAVIOR IN SOCIALIZATION

Elshod Xusanov

Assistant Teacher Shakhrisabz State Pedagogical Institute

Email: elshodhusanov110@gmail.com

Tel: (90)6392070

Abstract

This article examines the complexities of studying students with deviant behavior, various approaches to correcting adolescents, and provides practical recommendations and advice for educators and psychologists. The focus is on applying psychological goals and interventions to promote positive development.

Keywords: Deviant behavior, psychological intervention, psychological counseling, correction, art therapy, methodology, psychological-pedagogical techniques.

Introduction

Deviant Behavior in the Process of Socialization

Every society has a set of clearly defined social norms, moral principles, customs, public opinions, and traditional behavioral rules that guide acceptable conduct. Based on these norms, society evaluates events and actions as positive or negative. The term *deviant* (from Latin, meaning “behavior that deviates” or “acts that go astray”) refers to behavior that violates socially established moral standards, including human activity, actions, or social events. Such behavior often fails to conform to societal sanctions and moral expectations.

According to available data, one of the most dangerous phenomena among youth is the so-called game “Kokkit,” which led to self-harm in 185 adolescents in Central Asia. This raises the question of how adolescents in Uzbekistan can be protected from such risky behaviors.



The development, character, and behavior of adolescents largely depend on the family environment, friends, peers, and the community they interact with. In some cases, parental neglect or a lack of supervision—manifesting as attitudes like “my child is fine, everything is okay, nothing is lacking”—can lead to changes in the child’s upbringing, resulting in immoral or deviant behavior and exposure to peer influence. A lack of parental oversight and guidance may push adolescents toward risky or harmful actions.

Deviant Behavior in Adolescents: Causes, Features, and Methods of Correction

Pressure, disregarding opinions, not listening, belittling by friends or family, and having one’s goals and dreams undervalued can lead to the emergence of deviant behaviors in adolescents. Problems in parent-child relationships often become the root causes of such behaviors. In some cases, pressure from a single parent may provoke stress and aggression in the child, which in turn leads to the manifestation of inappropriate behavior.

Every individual experiences social interactions in ways specific to their age, and these interactions are influenced by the external environment. Each person’s character traits manifest differently under such conditions. Adolescence is one of the most critical stages of life, as it is a key period in personality formation. In psychological literature, adolescence is referred to as the “transition period,” “difficult phase,” or “crisis stage.” The complexity of this period is associated with multiple psychological, physiological, and social factors.

During adolescence, all aspects of development—physical, cognitive, moral, social, and emotional—undergo significant changes. This period corresponds roughly to grades 5–11 in school. One major problem observed today is that adolescent behavior often reflects the external challenges of character development. Severe behavioral deviations are frequently linked to disturbances in their social environment. Emotional development is often disrupted during this stage, leading to difficulties in behavior, which can have lasting psychological consequences. Most of these outcomes are not symptoms of



psychological illness but rather deviations from social norms, which we define as **deviant behavior**.

Deviant behavior may include aggression, sadism, theft, lying, vagrancy, anxiety, and depression. Adolescents with such behaviors often isolate themselves from society, attempt self-harm, or suffer from various phobias. According to researcher K.E. Igoshev, impulsivity and excitability in children and adolescents—especially during the transition period—are key contributors to impulsive acts. Such acts primarily reflect short-term, intense emotional states.

Objectives and Tasks of Counseling:

- Provide parents with guidance based on the age and socio-psychological characteristics of the child, addressing developmental gaps and correcting them.
- Assist adolescents in overcoming difficulties in communication with peers and adults, as well as personal and career challenges.
- Promote self-awareness, self-respect, self-discipline, and the ability to correct personal shortcomings.

Recommended Methods for Correcting Deviant Behavior in Adolescents and Minors:

- 1. Psychotherapeutic Mirror Technique** – Enables adolescents to observe themselves externally, promoting self-reflection and self-understanding.
- 2. Alternative Pathways Technique** – Demonstrates correct moral and ethical behaviors, redirecting adolescents from previously learned inappropriate norms.
- 3. Replacement Technique** – Proposes substituting negative traits, impulsive behaviors, or low willpower with constructive qualities and resilience.
- 4. Engagement in Positive Social Activities** – Encourages adolescents to replace negative worldviews with constructive, prosocial thinking.
- 5. Development of Moral Immunity** – Cultivates adherence to exemplary moral and ethical norms from school and life experiences, protecting adolescents against negative influences.



Negative Consequences of Deviant Behavior and Methods of Rehabilitation

It is also important to discuss the negative consequences of deviant behavior.

Conclusion

In conclusion, working with adolescents exhibiting deviant behavior within the school system should focus on social-pedagogical rehabilitation for children and teenagers identified as having “social-psychological difficulties.” This approach aims to prevent family and school conflicts, resolve disputes, and reintegrate students as active participants in their educational process.

All of us act differently within society, and preventing or addressing deviant behavior requires primarily scientific knowledge and maturity. In today’s world, the issue of deviant behavior, particularly on social networks, is especially acute. Deviant behavior in adolescents is influenced by social, biological, and psychological factors, and efforts to prevent such behavior should address both its causes and consequences.

Adolescents should be guided toward positive interactions with peers and society, helping them find constructive social groups or environments that they can understand and relate to. Prevention of deviant behavior must consider all aspects of an adolescent’s life, including social status, religion, education, and other factors. However, the most important foundation is establishing a trusting relationship between the adolescent and their parents. When such trust exists, adolescents are more likely to turn to their parents rather than peer groups when facing difficulties.

Such an approach contributes to raising mature, well-rounded individuals. As a result, society will experience fewer issues related to neglect, substance abuse, and criminal behavior. From an early age, children should be nurtured with guidance, positive role models, and consistent moral education. Leisure time should not be limited to hobbies or schoolwork alone; it should also include family interaction, meaningful conversation, and the development of compassion and empathy.

Strong, supportive family relationships are essential to ensuring that future generations of children grow up without developing deviant behavior.



outcomes of their own actions. Studying deviant behavior draws on data from multiple fields, including sociology, law, medicine, psychology, and pedagogy. Working with students exhibiting deviant behavior is a pressing issue because current methods in the psychology of deviant behavior do not provide fully effective technologies for influencing them. In addition, there is insufficient understanding of which methods yield the best results for diagnostic work.

L.S. Vygotsky emphasized that the challenges of adolescent life are a combination of various difficult social interactions. Adolescents may become stubborn or capricious, and channeling their interests into constructive activities is one of the main methods of shaping their behavior. Some adolescents may also display disciplinary or behavioral difficulties.

For school psychologists and educators, it is essential to have a thorough understanding of rehabilitation and preventive measures for adolescents with deviant behavior. The work begins with informing students and minors about their legal rights and responsibilities, as established by the state and society, and fostering adherence to moral and ethical norms. Preventive measures also include identifying problematic situations, mitigating risks, neutralizing threats, and reintegrating adolescents into social life and productive activities.

Forms of Rehabilitation:

- **Psychological**
- **Pedagogical**
- **Professional**
- **Socio-economic**
- **Domestic/Practical**

Rehabilitation of adolescents with difficult behavior is especially important for educational institutions. The main objectives of school-based psychological, pedagogical, and medical rehabilitation services include:

- Identifying the causes of developmental difficulties;
- Searching for methods to correct behavioral problems;
- Improving educational and living conditions;



- Establishing pedagogical processes that promote normal personality development;
- Early identification of at-risk children and adolescents;
- Addressing adolescents' psychological crises;
- Implementing specialized rehabilitation programs to provide comprehensive support to those in need.

In practice, school psychologists must work directly with students whose behavior deviates from the norm. Teachers or parents may consult psychologists regarding how to influence children with social-psychological difficulties. Such children may include underachievers, disobedient students, those with various learning or behavioral disorders, adolescents in conflict with the law, and children from troubled families. This diversity complicates the selection of psychological and pedagogical methods.

Currently, there is no unified theory regarding the personal development of adolescents with social-psychological problems, nor about how to correct their behavior effectively. Each adolescent has unique strengths and weaknesses, and choosing appropriate methods depends on the psychologist's professional preparation and the specific circumstances.

When working with adolescents, it is crucial to identify and support their positive traits, abilities, and strengths. Supporting their self-confidence and fostering trust is essential. Without this foundation, behavioral intervention becomes extremely difficult. Adolescents often strive to assert their independence, express their identity, and establish their sense of self in front of peers and adults. If they cannot express themselves positively, they may resort to negative behaviors, exaggerate their flaws, display stubbornness, and engage in disruptive actions.

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