



Social-Psychological Factors Forming Deviant Behavior In Teenagers And Their Prevention

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ABSTRACT

The article provides examples from studies of teachers and psychologists on the socio-psychological factors that form deviant behavior in adolescence and ways to prevent it, and in conclusion recommendations are given.

Keywords:

adolescence, deviant behavior, moral disorders, socio-psychological factors, education and training.

The issues of overcoming psychological problems and education during adolescence have become the most urgent problems of the present time. The moral-spiritual, political-social, ideological demands of the family, school, and society on the growing generation are increasing day by day.

Most scientists who study the period of adolescence pay more attention to how psychological problems are manifested in minors in situations of aggression, emotional arousal, anger. Because at this age, they will not have enough life experiences, but they strive to be recognized by others and to be independent. Adolescence is one of the most characteristic periods of human ontogenetic development, when a person passes from childhood to youth and, in turn, differs from other periods by its relatively sharper and more complex transition.

The fact that adolescence is a difficult and complicated period is connected with many psychological, physiological and social factors. During this period, the content of all aspects of development: physical, mental, moral, social, etc. changes. During this period, serious changes occur in the life of a teenager, in his

psyche, physiological and social state of his body. In most cases, there are different situations that are opposite to each other. By this time, the child is no longer a "child" and at the same time not yet an "adult". His relationship with himself and the people around him has a completely different character.

One of the major researchers of adolescence, the German philosopher and psychologist E. Spranger, says that adolescence lasts from 14-18 years for girls and 13-19 years for boys, and the first stage of adolescence corresponds to 14-17 years. explained that at this age the escape from childhood takes place. In his cultural-psychological concept of adolescence, he distinguishes three types of development.

The first type is a tense, crisis, intense night, and the teenager feels his second birth, as a result, a new "I" is born.

The second type - in the adult life of a teenager, calmness, calmness and continuity are felt, and deep and serious changes do not occur in his personality.

The third type is such a stage of the development process that a teenager overcomes his internal experiences and crises

with perseverance, forms and educates with active self-awareness. Thus, E. Shpranger proved that the founders of this age are the realization of one's own individuality, the emergence of reflection, the opening of "I", and laid the foundation for a systematic study of the worldviews, values, and self-awareness of a teenager.

There are socio-psychological factors of the origin of children with deviant behavior in adolescents, and we will touch on them separately below.

There are different reasons and motivations for the appearance of inappropriate behavior in teenagers. Defects in the biological growth of a person, defects of sensory organs, i.e. low vision, hearing, formal disabilities, higher nervous activity that negatively affects learning, and defects in temperament and character cause difficulties in education. In addition, deficiencies in the mental growth of a person, such as the weak development of intelligence, the emptiness of the will, the weakness of emotions, the absence of the necessary needs and interests, the disparity between the aspirations of the teenager and the available opportunities, etc., derail progress. Defects in the formation of personal qualities, lack of moral feelings, improper communication with family members, lack of interest in work, improper distribution of free time, and others also cause negative actions. Deficiencies in the person's knowledge and educational activities: inability to widely use the methods of mental activity, interruptions in the acquisition of the most important knowledge and skills: defects in teaching in school activities, errors in educational measures and activities are included in these. One of the reasons for the formation of a difficult teenager is the student's negative attitude towards studies. The reasons for this are the methods of educational activities, the insufficient content of skills, low thinking ability, and the failure of the teacher to take this into account in education. The level of knowledge and behavior of such teenagers is wrongly evaluated by teachers. All of the above makes teenagers bored from school.

The reasons why a teenager does not learn lessons well are low activity of learning, weak interest in learning, inability to learn some subjects due to lack of necessary support, and the presence of pathological manifestations of intellectual growth defects. Defects in the influence of the environment outside the school, such as the influence of minor peers, cultural-educational, industrial communities, and the shortcomings of the public environment also cause the increase of adolescents with difficulty in education.

According to the American psychologist R. Coolen, there are three main social and moral principles in adolescence, they are; emancipation (getting rid of the influence of adults) and achieving independence; to be serious about the choice of life path and profession; consists in mastering the necessary social and moral norms.

In his opinion, as long as the child does not pay attention to the above problems, no matter how long the period of adolescence is, he will remain a child.

1. Emancipation reaction. This can be seen in the desire to be free from the care, control and patronage of adults. The reaction is directed against the order and rules established by adults. The need to "be free" is related to the desire for an independent life, and this reaction is more common in boys.

2. Group reaction with equals. There are two types of this.

First, based on one gender, it defines the duties of the permanent leader and group members, their place in the group. In this group, the "adjutant of the leader" has no intellectual ability, but is physically strong, the "anti-leader" - who tries to take the place of the leader, the "two-faced" - moves both to and fro. there will be teenagers who walk. Such a group has its own territory, and strangers are not allowed to approach it. The composition of the group will be stable and new members will be accepted only on the basis of tests.

In the second type of group, the roles are not strictly distributed and there is no permanent leader. The duties of the leader are performed by various members of the group. The

members of the group consist of representatives of both sexes and its composition is not stable.

3. Interest is a hobby reaction.

Interests and hobbies are important for adolescence. It has the following types:

1. Intellectual-aesthetic interests in the subject, music, radio engineering, visual arts, literature.

2. Physical interests include behaviors to increase strength, endurance, and agility.

3. Interest in leadership is manifested in the desire to lead others.

4. Interest in collecting is seen in collecting different types of collections.

5. Egocentric interests. Striving to be the center of attention of others.

6. Passionate interest. Card game, gambling, risk taking.

7. Informational and communicative interest, seeking new information, watching casual conversations and detective films.

Adolescents' system of interests, social orientation is re-formed, their self-awareness, self-evaluation, value system changes.

Children imbibe aggressive behavior in their relationships with their peers outside the family. In many cases, children try to control themselves aggressively by observing the behavior of peers. Excessively aggressive children are pushed out from among their peers. Such children feel humiliated and find a place in a group of aggressive children like themselves. And this will create more problems on top of problems.

The following are the main reasons for the need to increase attention to the problem of adolescents:

- As a result of the development of science and technology, culture, art and literature, socio-economic conditions are changing;
- Due to the expansion of mass media, the level of awareness of teenagers has increased;
- Sufficient awareness of boys and girls about world events, laws of nature and society;
- Acceleration of their physical and mental maturity;
- The necessity of a separate approach to ideological-political, patriotic and international education when working with teenagers;

- The problems of transparency, social justice, and democracy are deeply embedded in social life

- A wide opportunity is created for students to acquire independent knowledge, think creatively, manage themselves, understand, evaluate and control.

In order to understand the position of a teenager, it is first necessary to determine the motive of his behavior. Because at the base of any motive lies its needs

The needs are mainly divided into two types:

1. Biological needs - a) physiological, b) sexual, c) life direction.

2. Social needs are a) desire to know, b) work, c) spiritual and cultural needs.

Here, biological needs are the main condition for the survival of the human species.

In the system of personal behavior and upbringing, the life direction from biological needs takes an important place. The need for life orientation is seen in three different activities;

1. The need of a person to seek to know unknown things,

2. Desire to establish emotional relationships with others,

3. The need to strive to find a worthy place in social life, that is, to strive to find the meaning of life.

Sometimes motives can be opposite to each other. This is especially the case in teenage children, where the need for emotional connection with their peers conflicts with the need to be an exemplary son (or girl, or student). 'p is observed. Or some parents keep their children under strict control through the motives of being good educators and exemplary parents. Being held under such strict control makes the child unable to get along with others, and his behavior becomes uncontrollable. The struggle of such motives in the person is difficult and makes the child lose his peace. He looks for emotional connections among his peers, he complains that the adults around him do not understand him and treat him unfairly. Nervous tension, excitability, and tension increase, and he becomes distrustful of the help of anyone around him. Loneliness, monotony, nocturnal psyche, boredom,

dissatisfaction with life and other mental conditions occur in the child.

What should be paid attention to in the prevention of deviant behavior in teenagers?

In this case, it is necessary to consider some methodological rules related to social categories such as the characteristics of the child's personality formation, worldviews and active participation in social life.

Adolescents' life activities are not related to production, and studies show that they mainly commit crimes or delinquencies during idleness or free time.

In the upbringing of each teenager, the environment and the factors that influenced its formation are taken into account.

Unfortunately, in practice, in relation to teenagers, they do not go beyond giving advice in different words, and they do not show personal example. In such a situation, it is necessary to treat teenagers with deviant behavior very skillfully, to use the most difficult opportunities to win their trust.

The idea that only education and training institutions should deal with child education is completely wrong, the most basic education is received first of all in the family. But educational institutions are not deprived of educational work. Besides being a center of knowledge, a school is also a center of pedagogical training. A child enters social life through school.

The conclusion is that in the conditions of modern global information environment, information density and strong pressure, methods and means of national education do not give the desired effect. Pedagogy, public events, and personal example, which have been formed since the beginning of time, are beginning to lose their effectiveness. Individuals, including minors, are gradually trying to adapt their behavior to the information and information distributed from various sources, and the presented behavior models in various forms are displacing the traditional national behavior models. In addition, the global information environment is trying to destroy the mental stability of young people for a specific purpose.

From what has been said, we should not conclude that it is no longer possible to positively correct the behavior of minors, as psychologists have pointed out, it is possible to turn any deviant behavior into socially useful behavior, to help a person always find the meaning of life.

First of all, to determine the child's true interest, purpose, or to help him to form a life purpose, and even more openly, to bury him in concern with the purpose, not to leave time to be alone with himself. Science clubs are ineffective in this process, because not everyone wants to continue studying after secondary, secondary special education. If this goal is the main rule of the market economy is related to earning money, it is necessary to help him to find a type of activity that can be a source of income from a young age. Apprenticeships for any profession can fulfill this role.

Secondly, to work regularly with not only minors, but also with their parents in the direction of forming a culture of using information distributed from various sources, especially to understand the harmful effects of currently shown series on behavior.

Thirdly, to raise legal culture and literacy, to explain to the child what the consequences of his behavior and behavior will be, that is, to form the ability to imagine the result of his behavior.

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