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PEDAGOGICAL-PSYCHOLOGICAL CORRECTION OF SIGNS OF DEVIANCE IN ADOLESCENTS

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Annotation: This article provides information on the features and manifestations of deviant-behavioral psychology, its direct impact on youth education.

Keywords: Deviant behavior, delinquency, crime, alcoholism, prostitution, gambling, suicide, and harmful habits.

The concept of Deviant is derived from the Latin word "deviatio", meaning deviation, deviation. People with Deviant behavior are also called behavioral deviants[1]. There are different views on the occurrence of Deviant behavior. Early attempts to interpret other forms of crime are largely biological in nature. The biological theory advocates believe that the structure of the head groin and brain of criminals is different from the brain structure of those who follow the law. The Italian criminologist Chezare Lombrozo, active in the 70s of the XIX century, concluded that "some people are born with criminal inclinations, and they belong to the type of primitive people." He believes that criminal types can be identified by The Shape of the skull. He would deny the influence of social experience on the development of criminal behavior, the main idea of which is that most criminals are biologically degenerative and deficient.

Richard Daygdale believes that "the miles characteristic of some criminal behavior formation are always passed down from generation to generation". The idea of a connection between the biological factor and the predisposition to crime was revived in the William Sheldon cases in the 1940s. Sheldon distinguished 3 physical types of people: mesomorph type: (muscular, active) Ectomorph type: (bone system well developed), endomorph type: (people prone to overcrowding). In his opinion, one of them – the mesomorph type is directly related to the tendency to offense[3].

Later studies by other scientists yielded similar results. Although there are defenders of such views to this day, it has attracted strong criticism from studies. Even if we assume that there is a connection between the physical structure of a person, this does not clarify the issue of the influence of heredity. V.Sheldon was also involved in banday activities because the muscular people he associated with crime demanded strength



Psychological theories of crime were also links with a specific type of personality of criminal inclinations, such as biological theories. Freud's ideas for the psychological interpretation of crime had a certain influence, although Freud himself did not write anything on criminology. Later authors drew on his ideas with the idea that not so many people develop an "immoral" or psychopathic personality. According to Freud, at the Oedipus stage of development, most moral qualities arise from self-limitations, which are studied in early childhood. As a result of the formation of specific relationships with parents, in some children such a restriction is not formed and, therefore, a sense of morality is largely absent. Psychopaths can be described as humanoid individuals who enjoy violence[4]. Psychological theories of crime arising from Freudian doctrine or other psychological concepts can explain some aspects of crime if they go further. Although very few of the perpetrators have a different character from the other population, there is little probability that such traits are all-inclusive. There are so many variations of crimes that it is far from true to say that those who carry them out have the same psychological qualities.

Bordiyu we are limited to only one category of crime, let's say the study of serious crimes, although a huge number of different cases are identified. Some such crimes are committed by the individs, others by the organizing group. The psychological image of a single criminal is unlikely to be the same as that of members of a solid organized group. Even if Bordiyu psychological differences can be associated with various forms of crime, then it will be difficult to explain how this connection came about. It can also happen that the first priority may not be a predisposition to criminal behavior, but participation in a group in which criminal actions have become commonplace[5].

Sociological theories can be consulted to satisfactorily interpret the nature of crime. Because crimes are associated with social institutions of society. One of the most important aspects of the sociological approach is to emphasize the interplay of various social conformities and deviations. In current societies, there are many subcultures, in one of which behavior that is considered normative can be assessed as deviance from another.

The internal and external conditions considered above allow the formation of deviant morality. At the moment, illuminating the violation, most authors turn to the conclusion about the decisive role of personal social orientation in the emergence of deviant morality. We are talking about special motivation, which turns out to be the direct cause of anti-law morality. V.N.Kudryavtsev provides information about the orientation of the person's anti-education. Other authors use similar terms: criminogenic dezadaptation of an individual, anti-social orientation, anti-law motivation, etc. These terms





define the system of reasons – internal confidence - desire, need, guidelines, values, interests and beliefs that a person is somehow stagnant and dominant.

Anti-law motivation can have different sources, forms and levels of expression. V.V.Luneev considers the following leading motivations of anti-law movements: mercenary-taciturn, violent - egoist anarchist-individualistic light - up-irresponsibility, coward-impotence.

A.I.Dolgovala on the example of adolescents distinguishes violent and mercenary types of personality disadaptation. In the type of violence, there is a desire to strive for self-affirmation, to imagine oneself as a strong, truthful, loving nature, always ready for help. However, the perception of truthfulness is erroneous in such individuals, in the essence of the case, their morality is the morality of the criminal. For them, group egoism, a disjointed attachment to informal groups of Cruelty to power, a belief in the correctness of one's own morality is a typical feature. For the mercenary type, not group, individual egoism is characterized. In its representatives, the valuable orientation is much more flawed, they fully realize the anti-law character of their actions. Such adolescents are characterized by the presence of insidious indications of mysticism, a rather deep social neglect. One has to work with a combination of the types specified in the larger part of the practice[6].

Anti-law motivation as a solid system that dominates specific personality motives is directly related to its legal consciousness. Legal consciousness provides for: 1) knowledge of laws and understanding them; 2) acceptance of rules as meaningful to an individual, belief in their usefulness and validity; 3) readiness in accordance with laws and regulations to move qualifications and habits. Obviously, normative social development envisages the process of transforming cultural (including legal) norms into individual values. Through the system of personal content, broken legal norms harmonize with voluntary management, ensuring such a quality of the individual as subordination to the law.

In the present period, there are complex mechanisms by which the peculiarities, laws, possibilities of Raising Adolescents are expressed and formed behavioral motives. It should be noted separately that the application of educational and educational activities in the upbringing of adolescents, taking into account their characteristics to the fullest, does not create an misunderstanding in an interpersonal relationship, creates a warm psychological climate between the class community.

The inconsistency of work with the word in the years of stagnation, gross mistakes in moral education negatively affected the mental world of adolescents. The issue of the fate of adolescents has also become extremely serious at present, when the movement for the radical reconstruction of the spiritual world of Man, the humanization of upbringing began.





In adolescence, the process of moving from childhood to adulthood occurs. In a teenager, with a sharp change in psychic processes, twists are also felt in his mental activity. Therefore, in an interpersonal relationship, strict changes occur in the communication of the teacher with the student, in the treatment of adolescents with adults. Difficulties arise in the process of these changes. These first of all occur in the educational process: new information, the form, style and methods of Information Statement leave the teenager unsatisfied. A decent, sociable teenager unexpectedly becomes stubborn, undisciplined, rude, stubborn. A teenager who gently responds to adult guidance, demands is critical of them. He believes that the requirements, instructions of an adult should be logically compact, evidence-based, with sufficient objective and subjective factors. Due to the emergence of a personal point of view in a teenager, he tries to pass his opinion, despite the sadness, burn of an adult, a teacher. His vision of self-worth, his attitude towards things and phenomena begins to move away from reasonableness, he becomes averse to explaining certain information. Serfdom becomes an integral part of everyday behavior. Such changes in adolescent behavior cause severe anxiety, irritability, and change their attitude towards the student of an inexperienced teacher or parent. As a result, disagreements, misunderstandings arise.

Some educators sing about the crisis of adolescence, criticize some vices and strive to find their socio-psychological root. But in fact, they allow a methodological flaw in the approach to adolescents. They cannot develop a system of measures and measures to prevent these vices. The correct approach to this issue has been substantiated in some scientific studies, and it has been concluded that it would be more correct to talk about the crisis of Adolescent Treatment with adults than to reflect on the crisis of adolescence[7].

The force that undermines the psychic growth of a teenager is the manifestation of a system of contradictions between the new needs that gave rise to his activity and the possibilities of satisfying them. These dialectical contradictions occur between forms of reflection of the stereotyped outer world, stabilized by increasing physical, mental, and moral possibilities. The conflicts and contradictions that arise can be gradually lost with the content of new psychological qualities in the personality of a teenager by ensuring psychological maturity, complicating the types of activities. This period ends with the rise of a person to a higher stage of maturation. Maturation requires a teenager to generalize, make judgments and conclusions, abstract, establish internal relationships between objects, understand important law, Law, Property, feature, mechanism and concepts, voluntary attention, stable interest, conscious motive and logical recall. All this gives rise to a system of knowledge of the sciences, forms practical skills, composes features such as self-control, assessment, comprehension[8].





Current adolescents have a unique physical, mental, and political advantage over their predecessors. In them, sexual maturation, the process of socialization, psychic growth are manifested earlier. For this reason, we consider boys and girls at the age of adolescence from 10-11 to 14-15 years.

The Viennese psychologist Z. Freud and his students consider the unconscious aspiration to define one's own position, which has long been given to a person as the target of some kind of primordial mile, as the most important basis in assessing adolescence. This aspiration is supposedly selfish, ignores other people, leads to emergence, inability to agree with the environment, even conflicts, unconscious needs and inclinations to absorb signs of the activity of the individual. Russian psychologists Z. Arguing that Freudian theory was absolutely unfounded, they reasoned that a teenager was characterized by a disagreement between opportunity and demand, a tendency to show himself and a manifestation of interest in his own inner world[9].

Some psychologists attach special importance to the biological factors of biogenetic growth, namely sexual maturity. In their opinion, the subjective internal experiences of the adolescent, which psychically lead to crisis, excite, pull boys and girls into the psychology of seclusion. For a teenager, vices such as characteristic dissatisfaction, rudeness, stubbornness, cruelty, tact, ginachony, aggression are explained as the product of sexual maturity, new feelings, miles, experiences dominate adolescent behavior and control his behavior. It is clear to everyone that the psychological image, State, possibility of adolescence does not depend on the only purely biological factor.

Adolescence is the period of puberty of a person, and in its peculiarity it is sharply distinguished from other stages of maturation. As a result of the biological changes that occur in a teenager, a fundamental turning point arises in his psychic world. Puberty includes girls and boys aged 11 (12)-15 years. In this circuit of maturation, physical growth and sexual maturity are realized.

The child's height can grow up to 6-7 cm, or even 10 cm, at the age of 11-12 years. At this stage, however, girls grow faster than boys. By the age of a teenager 13-14 years , the growth of the height between both, the gender, is almost doubled. And when they step to the age of fifteen, the boys leave the girls behind. From then on until the end of life, the growth is dominated by boys.

In adolescence, with height, the body grows disproportionately, as a result of which children look skinny, nimble and tall.

In adolescents, the size of the heart and the capacity of vitality increase by 25 percent every year. With the rapid growth of the neck and an increase in body weight, the need for blood and oxygen also increases, this need is provided at the expense of the enrichment of the indicators of the expansion and functional activity of the heart hajm. During this period, 7-8% of the total





volume of the body is made up of blood, blood pressure is slightly increased, the mercury column is at the level of 110-115 mm. The frequency of heart contractions slows down slightly, for example, if at the age of 11 it beats 85-90 times in 1 minute, then at the age of 14-15 it decreases to 70 times[10].

Adolescence is a period of lively growth and development of the organism. During this period, an intensive increase in the body occurs (during these two years, girls have a maximum increase of 13 years, and in boys — about 15 years). During this period, the muscular apparatus of the child is improved, and the ossification process of the skeleton continues.

We know perfectly well how a teenage child looks like, without a look. This can be explained by uneven physical progress: the skeleton and shoulders grow in particular intensively to the height, while the chest lags behind progress. This creates some psychological manifestation: a teenager realizes that he is bespectacled, is ashamed of him and seeks to mask his impersonality. Sometimes, taking on an artificial, lush appearance, fake and make-up rudely try to distract people from his appearance. A slight irony and humor towards his old age, courage or gait, mutoyiba often causes an enthusiastic reaction; a teenager is hurt by the fact that he has become a funny and unkempt person in the eyes of people.

During this period, there is a phenomenon of incompatibility in the development of the cardiovascular system. At this time, the heart becomes much larger in size, a lot more energetic, begins to work much stronger, lags behind progress in the case of a diameter of blood vessels. This often leads to a temporary violation of blood circulation, an increase in blood pressure in relation to age, an exacerbation of cardiac activity. The result is dizziness, palpitations, headaches, temporary weakness, relatively rapid exhaustion, and so on, which are common in some adolescents.

As a teenager matures, new qualities and qualities begin to appear in his psychic world, a sharp restructuring of his psyche occurs. The changes make new demands on him, which in turn presupposes the granting of more rights and erk, and above all to come to an independent decision and carry out his behavior, considering it acceptable. Psychic improvement, maturation, relative stability are the most important characteristics of adolescence.

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