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SOCIO-PSYCHOLOGICAL TECHNOLOGIES FOR THE PREVENTION OF DEVIANT BEHAVIOR AND DELINQUENCY AMONG ADOLESCENTS

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ABSTRACT

This article deals with the actual problem of prevention of deviant behavior and delinquency among adolescents. To solve it, it is proposed to use socio-psychological technologies in working with deviant adolescents. The definition of deviant behavior and offense is given, their main forms and types are highlighted. Modern directions and types of prevention of deviant behavior are noted: personal, family, social prevention. Theoretical approaches to the prevention of socially dangerous, deviant behavior are highlighted. Various technologies for the prevention of deviant behavior are listed and characterized. According to the author, socio-psychological technologies are effective, and the prevention of deviant behavior of adolescents based on them implies the presence of several areas of socio-psychological activity and the necessary actions of a psychologist specialist. New and specific are the socio-psychological forms and technologies of preventive work related to the international experience and practice of "restorative justice". These are technologies of "mediation, circles of care, family and school conferences".

KEYWORDS

Adolescents, deviant behavior, social norms, offenses, prevention, socio-psychological technologies, restorative justice, mediation, conferences, circles of care, rehabilitation, adaptation, integration.

INTRODUCTION

In any society, there are people who refuse to follow generally accepted social norms, rules of behavior and

communication. Their actions, deeds and behavior in general are perceived as deviating from these norms

and violating them from the point of view of morality, morality, ethics, law, as well as universal, national and religious values.

Such behavior is usually called "deviant" (from Latin *deviatio* - deviation) - deviating, contradictory, violating norms generally accepted in a particular society, ethnic community, social group, rules of behavior and communication, etiquette, as well as customs and traditions.

There are three main forms or groups of deviant behavior: 1) antisocial (delinquent), 2) asocial (immoral), 3) self-destructive (self-destructive) [4].

“Antisocial (delinquent) behavior - is behavior that is contrary to legal norms, threatening the social order and the well-being of people around. It includes any act or omission prohibited by law. In childhood (up to 12 years of age), the most common forms are violence towards younger children or peers, cruelty to animals, theft, petty hooliganism, destruction of property, and arson. Teenagers (12-14 years old) are dominated by hooliganism, theft, robbery, vandalism, physical violence, alcohol and drug use. Among young people (15-17 years and older), delinquent behavior manifests itself mainly in the form of offenses that entail criminal or civil liability and appropriate punishment.

“Asocial behavior - is behavior that deviates from the implementation of moral norms, directly threatening the well-being of interpersonal relationships. It can manifest itself as aggressive behavior, sexual deviations (promiscuity, prostitution, seduction, voyeurism, exhibitionism, etc.), involvement in gambling for money, vagrancy, and dependency. Children and adolescents are more likely to run away from home, vagrancy, school absenteeism, aggressive behavior, slander, lies, theft, extortion, begging.

“Autodestructive (self-destructive behavior) - is behavior that deviates from medical and psychological norms, threatening the integrity and development of the personality itself. Self-destructive behavior in the modern world appears in the following main forms: suicidal behavior, food addiction, chemical addiction (substance abuse), fanatical behavior (for example, involvement in a destructive religious cult), autistic behavior, victim behavior (victim behavior), activities with a pronounced risk to life (extreme sports, significant speeding when driving a car, etc.). The specificity of self-destructive behavior (similar to the previous forms) in adolescence is its mediation by group values” [4].

Separate types of deviant behavior are offenses and crimes, which are defined (qualified) together with sanctions in the current regulations of the state, in the articles of the administrative and criminal codes. “Offences are guilty unlawful acts (actions or inactions), for the commission of which administrative or criminal liability is provided” [5]. Sanctions are measures of state influence and punishment applied to a person for committing an offense or crime.

Prevention plays an important role in identifying, preventing and eliminating deviant behavior among adolescents, especially offenses. In Uzbekistan, it is “a system of legal, social, organizational measures applied to preserve and strengthen the rule of law, identify and suppress offenses, as well as identify and eliminate the causes of offenses and the conditions conducive to them” [5].

With regard to minor adolescents (persons under the age of eighteen), the concept of prevention of neglect and delinquency among minors is applied - “a system of social, legal, medical and other measures that are aimed at identifying and eliminating the causes and conditions that contribute to neglect, homelessness of

minors, the commission by them offenses or other antisocial actions carried out in conjunction with individual preventive work” [6].

In adolescence, deviant behavior is distinguished by a number of features that depend on the family upbringing of the teenager, relations with teachers in the school community, and the position (status) of the teenager among classmates. Deviant behavior in many cases is explained by the negative influence of the family (usually dysfunctional) and teenage "street" companies, dependence on the concepts, attitudes, attitudes adopted in these companies, as well as motives that allow violations of moral and legal norms, offenses and crimes. .

Deviant behavior in adolescents is closely related to accentuations (pronounced traits) of character and typical adolescent reactions.

Such reactions include, for example: “emancipation reaction” (desire for independence of independence), “refusal reaction” (to fulfill the requirements of adults), “protest reaction” (against parents, school, society), “grouping reaction” (with peers), "escape" (from home), etc.

In most cases, deviant behavior is the result of negative socialization, i.e., mistakes in raising a child and inattention to his personal and individual psychological characteristics. At the same time, the development of deviant behavior and the intensity of its manifestations depend on the attitude of the teenager and those around him to various deviations (deviations). If others tolerate or approve of deviant behavior, then the teenager will seek to resort to such behavior as often as possible. Untimely provision of assistance and support to a teenager (social, psychological, pedagogical, medical) can lead to social maladaptation and involvement of a teenager in criminal activities.

The most common criminal forms of deviant behavior of adolescents are hooliganism, participation in thefts (of money, things, jewelry), extortion, as well as alcoholism, drug addiction, prostitution and suicide. Each of these forms of deviant behavior is socially dangerous, therefore, the preventive activity of social institutions to prevent and eliminate them becomes extremely important in any society.

Modern prevention of deviant behavior of adolescents has different directions and types:

“Personal prevention - preventive action is designed to form certain personal qualities and values that prevent the development of addictive behavior. Family prevention is an impact on the micro-society (family and peers), since the immediate environment determines the value attitude of adolescents to their health. Social prevention is an impact on public consciousness, contributing to a change in social stereotypes: the so-called "adult" or "male" behavior, tolerant attitude towards manufacturers or distributors of drugs" [4].

An essential aspect of preventive work in educational institutions is the theoretical approaches within which level-based prevention is implemented and various preventive work technologies are applied.

According to Vorobyeva T.V., Yaltonskaya A.V. (2008), there are several well-established approaches to the prevention of socially dangerous, deviant behavior [3]:

1. An approach based on the dissemination of information about the consequences of risky behavior, based on the provision of information, in particular, about drugs, their harm and negative consequences of use.
2. An approach based on affective (emotional) learning, which is based on the idea that socially

dangerous behavior is typical for adolescents and young men who have difficulty in identifying and expressing emotions, weak stress resistance and low self-esteem.

3. An approach based on emphasizing the importance of social factors, recognizing the importance of socially oriented influence on the part of peers and family in the prevention of socially dangerous behavior.

4. An approach based on the formation of social and life skills, based on the concept of behavior change and using methods of behavioral modification and therapy.

5. An alternative activity approach, which assumes that meaningful activity, alternative to risky behavior, contributes to the reduction of various forms of addiction and the growth of positive activity.

6. A health promotion approach, that involves the development of healthy lifestyle values and teaching adolescents to consciously take care of themselves and their health [3, pp. 11-12].

In recent years, an approach based on the identification of risk factors and protection factors that affect the risks of deviant behavior in minors has been actively introduced. This approach is implemented on the basis of the use of a unified methodology of socio-psychological testing (SPT) in educational organizations. The results of applying the methodology, in particular, a scale-based analysis of factors at the level of the institution, make it possible to determine the directions of psychological and pedagogical support for students and parents, preventive activities in working with a class, a group [7, p.16].

According to Grishanova O.S. (2021), in practical work with deviant adolescents and families, effective technologies for the primary prevention of deviant

(socially dangerous) behavior are especially important, which can include:

- game therapy - a technology for organizing leisure activities for children and adolescents, involving them in the rehabilitation process through role-playing, mobile, psychological, modeling games, trainings;

- intensive school - a technology for organizing educational activities carried out in the mode of immersing adolescents in problems that are significant to them;

- tourism and social animation - a technology for combining traditional tourism with participation in cultural, ethnic, sports and other events along the route;

- social design - a technology for the development of positive personality traits of adolescents through proactive participation in socially significant projects in the position of equal partners of adults, ensuring the availability of information about ongoing projects for minors, the assistance provided;

- discussion film club - a technology that involves the organization of watching films, videos, affecting problems that are typical for adolescents of the target group;

- teenage volunteer detachment - a technology that implies socially active activities of minors in areas that are significant for them (helping, preventive, health-saving practices, creative activities);

- school of legal education of children and youth - a technology that implies increasing the level of legal literacy of adolescents through the involvement of professional lawyers in full-time or remote form of training;

- parental school - the technology of interactive psychological and pedagogical education of parents who have problems in raising teenagers, based on organizations of general and additional education, social centers;

- rehabilitation through leisure activities - a technology that involves pedagogical support for adolescents in overcoming problems and developmental deficiencies in the process of leisure extracurricular activities with the involvement of resources at the place of their education and residence (yard playgrounds, circle and club activities, etc.);

- organization of employment of minors from the risk group during the vacation period and in their free time from school - technology for introducing schoolchildren to the most demanded professions, with an algorithm for planning a professional future, with diagnostic methods that help determine the choice of a future profession;

- mediation services allow to resolve conflicts between minors, teach teenagers to solve problems in legal ways, find compromises in difficult situations, improve the climate in educational institutions;

- mentoring - a technology of helping a teenager who was in conflict with the law, in building a future life perspective, helping in academic performance, involving in the activities of youth public associations, in classes in sports sections, circles of interest. Each mentor, based on the characteristics of the personality of a minor and relying on his life experience, chooses for himself the most effective forms and methods of educational work [4, p.9].

In our opinion, for preventive work to prevent deviant behavior of adolescents and eliminate its consequences, the following are more effective: socio-

psychological technologies, “the object of which are socio-psychological phenomena that affect the behavior of people included in various social groups” [9].

These technologies include:

- "socio-psychological diagnostics - a technology based on methods for classifying and ranking people according to socio-psychological and psychophysiological characteristics";

- "psychotechnology - diagnostic, corrective-developing and psychotherapeutic procedures, the object of which is the mental reality of a particular person, and the subject and elimination are changes in certain deviations in communication, human behavior";

- “technology of psychoprophylaxis - a system of psychological and pedagogical measures aimed at creating an optimal social situation for the development of the child, psychohygiene of the pedagogical environment; these are preventive measures related to the elimination of external causes, factors and conditions that cause certain deficiencies in the development of children”;

- "the technology of psychological counseling is a purposeful procedure for creating psychological conditions for an emotional response, clarifying the meaning, rationalizing this problem and finding options for solving it, conditioned by the client's problem and situation";

- “the technology of social and psychological adaptation of children and adolescents is a purposeful interconnected activity of all subjects of the pedagogical process (parents, teachers, social pedagogue, psychologist) and the child, which contributes to the acquisition of social and ethical

knowledge and norms, the accumulation of positive social experience, contributing to successful socialization and individualization of the child in the micro-society”;

- “technology of psychological correction and psychotherapy - a system of psychological and psychotherapeutic means aimed at eliminating, smoothing out shortcomings or their psychological and pedagogical causes; the result of its application are such changes in the child's psyche that positively affect his condition, activities, communication and behavior in general”;

- “the technology of socio-psychological rehabilitation of children and adolescents is a systematic, purposeful process of their return, inclusion, reintegration into society (family, school, class, group of peers), contributing to the full functioning as a social subject” [9].

Prevention of deviant behavior of adolescents implies the presence of several areas of socio-psychological activity and the necessary actions of a specialist (psychologist, teacher, social worker). Among the main areas in which this activity is carried out are diagnostics, work with families of adolescents and work with adolescents to correct deviations in their behavior.

Diagnosis of deviant behavior of a teenager is aimed at identifying signs of deviant behavior and determining their possible causes. Since deviant behavior is caused by a wide range of reasons, diagnosis should include a set of methods. With their help, a study of the psychological characteristics of a teenager, in particular, the accentuations of his character, is carried out. The study of intra-family relations, the characteristics of a teenager's communication with peers and adults is being carried out. Diagnostic data is

processed, and on their basis a decision is made on the choice of specific forms, methods of preventive work [2].

When working with a family, attention is paid to changing the parameters responsible for its cohesion and harmony in family relations. These parameters include the similarity of family values - a socio-psychological quality that reflects the coincidence, orientational unity of views, attitudes of parents and a teenager to universal norms, rules, principles of formation, development and functioning of a family as a small social group. Its full characterization can be compiled only on the basis of the manifestations of the subjective relations of the individual in various functions of the life of the family [1].

In order to prevent deviant behavior and delinquency among juveniles, eliminate their causes and consequences, specific socio-psychological forms and technologies of preventive work related to international experience and practice of "restorative justice" can be used in Uzbekistan.

Restorative justice technologies are aimed at restoring relations between the “victim” (victim) and the “offender” (offender) who has committed an offense qualified by one or another article of the administrative or criminal code. The value of restorative justice lies in the fact that the committed offense is considered not so much from the point of view of its consequences and the application of punitive sanctions to the person who committed it, but more from the point of view of their reconciliation and socio-psychological rehabilitation of everyone.

Other effective restorative justice technologies are “victim-offender mediation”, “care circles”, “family conferences” and “school conferences” [8].

Mediation technology is a procedure of “reconciliation between the “victim” (victim) and the “offender” (offender), which is achieved on the basis of their personal consent and voluntary participation in meetings. This program can be used in a wide range of situations: problems between parents and teenagers, quarrels between neighbors, divorce of spouses and persons in a civil marriage, problems and conflicts among children at school.

The technology of "family conferences" is a procedure for "discussing in the family the problem of a child or his relationship with parents with the participation of a leader (psychologist, teacher, social worker). This technology helps in crisis situations, when, for example, there is a protracted conflict in the family between parents and a difficult child, but the emotional ties between them are not completely destroyed. They can understand each other and reconcile. Parents and children express mutual grievances and discuss them with the help of a leading psychologist.”

The “circles of care” technology is a program that “is applied when relations in the family are actually destroyed or when they pose a threat to the life and health of the child and the issue of removing him from such a family is being decided. “Circles of care” include relatives, family friends, neighbors, representatives of the community (mahalla) in whose territory the given family lives in solving a family problem; as well as an employee of the local internal affairs body, the district prevention inspector and the juvenile affairs inspector. The implementation of this technology shows and enables family members to realize the need for their own destructive actions and the achievement of a change in everyone's behavior.

The technology of "school conferences" is a procedure for discussing in a school class deviant behavior and

problems of difficult students and teachers with them, problems between the students themselves, with the participation of a psychologist, a class teacher, members of the parent committee, a juvenile inspector assigned to a given school [8].

The restoration technologies noted by us are aimed at; removal of a minor from the criminal justice system, development and application of measures of educational influence, alternative to criminal punishment and imprisonment; ensuring corrective action on the offender with the involvement of public organizations, in particular local communities of citizens. Conflict resolution at the local community (mahalla) level leads to successful social rehabilitation and reintegration of offenders. The process of reintegration carried out by the prevention authorities is called "re-education" and it becomes a process that is more focused on the child.

In our opinion, "recovery technologies" as new socio-psychological approaches can be widely used in the conditions of Uzbekistan, they will contribute to successful social adaptation, socio-psychological rehabilitation and integration of "difficult" teenagers - offenders into society.

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