

Pedagogical and Psychological Mechanisms for Forming Positive Behavior in Students Prone to Delinquency

Pardayev Xurshid Olimovich

Researcher at the National Institute of Pedagogical Education named after Qori Niyoziy, Uzbekistan

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Abstract: This article scientifically analyzes the pedagogical and psychological mechanisms for forming positive behavior in students prone to delinquency. It also highlights the role of modern pedagogical approaches in stabilizing students' emotional state, developing their social adaptation, strengthening motivational activity, and preventing negative behaviors. During the research, the effectiveness of learner-centered education, social-emotional learning technologies, psychological training, and preventive educational methods was substantiated.

Keywords: Delinquency, positive behavior, pedagogical mechanism, psychological approach, social adaptation, emotional development, prevention, educational activity, motivation, SEL technologies.

Introduction: The increase in delinquency, aggression, social instability, and deviant behavior among young people places important pedagogical tasks before the modern education system. In particular, effective work with students prone to delinquency in general secondary educational institutions, adapting them to social life, and forming positive behavior are among the urgent issues of today. Such students often demonstrate emotional instability, inability to control themselves, a tendency toward conflict, and susceptibility to negative environmental influences.

The process of forming positive behavior is a complex pedagogical and psychological system in which the individual's internal motivation, emotional development, social environment, and educational influence factors interact harmoniously. Therefore, organizing pedagogical and psychological mechanisms on a scientific basis is of great importance in this process. Today, opportunities for developing positive behavior in students prone to delinquency are expanding through the use of social-emotional learning technologies, individualized approaches, communicative training, reflective methods, and psychological prevention methods in the educational

process.

Students prone to delinquency differ psychologically from their peers in several characteristics. They often exhibit aggression, impulsiveness, emotional instability, lack of self-confidence, difficulties in social adaptation, and communication problems. In some cases, an unhealthy family environment, weak parental control, peer influence, and social problems contribute to the intensification of such conditions. Psychological studies show that students' negative behaviors are often associated with internal emotional stress, depression, lack of attention, or insufficient social support. Therefore, in pedagogical activities, it is necessary not only to punish or control students but also to strengthen psychological support and motivational approaches.

To form positive behavior in students prone to delinquency, it is important first to identify their psychological needs. Effective pedagogical influence can only be organized through a deep study of the student's interests, individual characteristics, emotional state, and social environment.

Pedagogical mechanisms refer to a set of methods, tools, and technologies aimed at developing students' positive qualities within the educational process. The

following pedagogical mechanisms play an important role in working with students prone to delinquency:

1. **Learner-centered approach.** In this approach, each student is regarded as an individual personality. The teacher develops an individualized working strategy taking into account the student's interests, needs, abilities, and psychological state. This forms self-confidence and positive motivation in the student.

2. **Social-emotional learning technologies.** SEL technologies develop students' abilities to understand and manage their emotions, communicate positively, and make responsible decisions. These technologies are especially effective in resolving conflict situations peacefully and reducing aggressive behavior.

3. **Interactive methods.** Role-playing games, situational tasks, discussions, training sessions, and group activities help develop students' communicative competence. Through such methods, students learn to express their opinions freely, listen to others, and work collaboratively.

4. **Encouragement mechanism.** Encouragement plays an important role in shaping positive behavior. Recognizing students' small achievements and supporting them through praise increases their self-confidence. As a result, negative behaviors gradually decrease.

5. **Psychological mechanisms for forming positive behavior.**

Psychological mechanisms serve to regulate students' internal emotional states and support their mental development.

6. **Development of emotional stability.** Students prone to delinquency may experience high emotional tension. Therefore, it is important to stabilize their emotional state through relaxation exercises, psychological training, art therapy, and reflective conversations.

7. **Motivational approach.** Forming life goals in students, inspiring confidence in the future, and increasing social activity are among the main directions of psychological prevention. Through motivational conversations and psychological support, students' internal positive motives are developed.

8. **Development of communicative competence.** Many students prone to delinquency have insufficiently

developed communication culture. Therefore, psychological training is used to develop effective communication, conflict management, and teamwork skills.

9. **Reflection and self-assessment.** Reflective activities help students analyze their own behavior. As the mechanism of self-assessment develops, students begin to understand the consequences of their negative actions and strive to choose positive behavior.

10. **The importance of family and community cooperation.**

Working with students prone to delinquency cannot be accomplished by schools alone. It is necessary to organize a comprehensive approach based on cooperation with families, communities, and the public. Students' behavior largely depends on the family environment and social relations. By organizing pedagogical seminars, psychological training, and preventive conversations with parents, it is possible to improve the educational environment within the family. Cooperation with community activists and psychologists also strengthens students' social supervision.

11. **The role of modern pedagogical technologies.** In today's digital educational environment, innovative pedagogical technologies are becoming important tools for forming positive behavior. Multimedia tools, motivational videos, interactive platforms, and psychological programs increase students' interest and enhance the effectiveness of educational processes. In particular, virtual training, online psychological counseling, and digital monitoring systems create opportunities for continuously observing students' emotional states. This ensures effective results in preventing delinquency.

CONCLUSION

In conclusion, forming positive behavior in students prone to delinquency is a complex pedagogical and psychological process. In this process, learner-centered education, social-emotional learning technologies, psychological training, motivational approaches, and reflective methods play a significant role. Furthermore, strengthening cooperation among families, schools, and communities, as well as integrating modern pedagogical technologies into educational activities, can improve the social adaptation of students prone to delinquency

and ensure the stable formation of positive behavior. This contributes to creating a healthy spiritual environment in society and preventing delinquency among young people.

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