

Psychological Correction of Deviant Personality Behavior

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Abstract: This article examines the psychological aspects and corrective strategies related to deviant behavior in individuals. It explores the underlying social, emotional, and cognitive causes that contribute to behavioral deviations and discusses modern psychological methods for identifying and addressing such issues. Special attention is given to the role of corrective programs, therapeutic techniques, and the involvement of school psychologists, educators, and families in the intervention process. The article highlights the effectiveness of individualized and group-based psychological correction approaches in promoting behavioral change, emotional regulation, and successful social integration. The study emphasizes the need for early intervention and a supportive environment to ensure sustainable improvements in personality development and behavior.

Keywords: Psychological, correction, deviant, personality, behavior.

Introduction: Deviant behavior refers to actions that violate social norms and may include aggression, withdrawal, delinquency, and emotional dysregulation. From a psychological perspective, such behavior is often rooted in unresolved emotional trauma, poor attachment, cognitive distortions, and inadequate social learning [12]; [14]. Research suggests that behavioral deviations are often symptoms of deeper psychological conflicts and must be addressed through comprehensive assessment and intervention. Effective intervention begins with structured corrective programs tailored to the specific behavioral and emotional needs of individuals. Cognitive-Behavioral Therapy (CBT) is widely recognized for its success in modifying distorted thinking patterns and teaching adaptive behaviors [7]. Other methods, such as behavioral modification programs, trauma-focused interventions, art therapy, and social-emotional learning (SEL) frameworks, have also proven effective in fostering emotional regulation and impulse control [16]. Moreover, multi-tiered support systems (MTSS) and Positive Behavioral Interventions and Supports (PBIS) have gained traction in schools as scalable strategies for identifying and supporting at-risk students [18].

The involvement of multiple school psychologists, teachers, and families is essential in managing and correcting deviant behavior. School psychologists are

key to conducting behavioral assessments, implementing individual intervention plans (IIPs), and providing counseling. Educators play a frontline role by recognizing early warning signs, fostering an inclusive classroom climate, and collaborating with specialists. Families offer emotional stability and continuity outside school and must be actively engaged through training and support programs to reinforce behavioral expectations at home [15]. Family-based interventions, such as Parent-Child Interaction Therapy (PCIT) and Functional Family Therapy (FFT), have been instrumental in aligning home and school behavioral strategies [13].

Contemporary approaches emphasize integrative models that combine psychological, educational, and social interventions. These often include: Individual counseling to address internal emotional and cognitive issues; Group therapy to promote peer support and social skills; Behavior contracts and reinforcement systems to encourage responsibility and self-monitoring; Restorative practices that focus on repairing relationships and community integration [17]. Despite the availability of interventions, challenges such as stigma, resource limitations, and lack of trained personnel persist. Future models must focus on: Early screening and prevention; Greater cross-sector collaboration; Integration of digital tools and AI in behavior monitoring; Professional development for

educators and psychologists.

The issue of preventing social deviance holds significant importance across many countries. Its resolution has reached the level of state concern, positioning the prevention and correction of deviant behavior in children and adolescents as one of the most pressing social and educational challenges of our time. Nonetheless, effectively addressing this issue is complicated by several factors. These include the disconnect between theory and practice in fields such as pedagogy, social psychology, juvenile law, and ethics, where the nuances of adolescent deviance and strategies to influence a child's consciousness and behavior remain underexplored. Additionally, efforts in propaedeutic, corrective, rehabilitative, and educational prevention often lack coordination and coherence.

Therefore, this study is motivated by the insufficient theoretical foundation, the growing practical relevance of the issue, and the strong demand for effective strategies to prevent and correct deviant behavior in youth. The aim of this research is to develop and offer a comprehensive analysis of the methodological, theoretical, psychological, and pedagogical conditions necessary for addressing deviant behavior in young people.

METHOD

In recent years, a growing body of research has focused on the effectiveness of psychological correction techniques aimed at addressing deviant behavior and emotional dysregulation. Two prominent modalities individualized correctional interventions and group-based approaches have emerged as effective strategies in promoting positive behavioral change, emotional stability, and integration into society.

Individualized Psychological Interventions. Individualized correction strategies are tailored to meet the specific emotional, cognitive, and behavioral needs of each individual. These approaches often involve cognitive-behavioral therapy (CBT), psychodynamic therapy, and solution-focused therapy. Studies have shown that individualized methods are effective in addressing the underlying psychological triggers of deviant behavior and improving emotional regulation [7]. These interventions provide a safe space for clients to explore personal issues, receive one-on-one support, and develop coping strategies.

Group-Based Psychological Correction. Group interventions, including social skills training, anger management programs, and peer-led therapy, provide participants with a structured environment to practice interpersonal communication and emotional control. According to Yalom and Leszcz [9], group therapy

enhances self-awareness through social interaction and offers participants a sense of belonging and mutual support. Group-based models are particularly useful in enhancing social integration, as they simulate real-world social dynamics and foster empathy and cooperation [5].

Comparative Effectiveness. While both methods have shown positive outcomes, their effectiveness varies depending on the individual's background, type of behavioral issues, and therapeutic goals. Research by Barkley [4] suggests that individualized interventions are more beneficial for individuals with complex psychological profiles or trauma histories. On the other hand, group-based interventions are more effective in cultivating social behavior and peer relationships, especially among adolescents and young adults [6].

A combination of both individualized and group-based methods is increasingly being recognized as a holistic and sustainable model of behavioral correction. Integrated approaches allow therapists to address internal psychological conflicts in individual sessions while reinforcing behavioral norms in group settings [8].

According to A Dictionary of Psychology [21], deviant behavior refers to patterns of behavior or specific actions that diverge from accepted legal and moral standards in society. In the field of psychology, this term generally encompasses behaviors that violate social, psychological, and ethical norms conduct that inflicts harm on the individual or society, whether psychological, physical, social, or moral in nature. Such behavior often results in the individual being subjected to isolation, correction, treatment, or legal punishment [24].

Furthermore, A.K. Cohen [20] characterizes deviant behavior as a deviation from institutionalized expectations standards that are collectively recognized as legitimate within a society. Similarly, R. Merton [23] argues that deviance arises when there is a disconnect between culturally valued goals and the socially accepted means of achieving them. M. Clinard and R. Meier [19] define deviant behavior as actions taken by individuals or groups that contradict dominant cultural norms and expectations, disrupt proper fulfillment of social roles, and negatively affect others or society. Such conduct is often disapproved of by public opinion and may lead to social accountability. V.D. Mendelevich [22] views deviation as lying on the borderline between what is considered normal and pathological—an extreme variation of typical behavior. Therefore, understanding deviant behavior necessitates a clear understanding of what constitutes the norm.

Contemporary sociological research indicates that

deviant behavior is more frequently observed in youth than in other age demographics. This is often attributed to their developmental stage, both socially and physiologically. Many young individuals are perceived as unprepared to meet the societal demands placed upon them, often struggling to fulfill expected social roles. At the same time, they may feel that society fails to meet their own expectations or entitlements.

DISCUSSION

In contemporary studies of deviant behavior, prevention is categorized into three main levels:

General social prevention involves influencing broad environmental, ecological, economic, social, and political factors to enhance and harmonize the living conditions of the population.

Special prevention targets specific groups at risk and focuses on eliminating factors that contribute to deviant behavior. This includes security measures such as alarm systems and intercoms, as well as providing psychological and social support, and implementing effective social policies [1].

Individual prevention focuses on direct work with individuals, such as adolescents under police supervision or those struggling with substance abuse.

Compared to punitive approaches, the concept of prevention is considered more democratic and constructive.

A key method in prevention is social control, which involves efforts from an individual's immediate social environment aimed at preventing deviant actions, correcting behaviors, and shaping values and motivations. Social control can be enforced by legal institutions through coercive measures, or by social organizations that impose organizational or economic sanctions [2]. It may also manifest through informal means like public opinion or social exclusion [3].

Addressing deviant behavior in adolescents begins with a solid theoretical understanding of its origins and manifestations. Several key psychological and sociological theories contribute to this foundation:

Social Learning Theory (Bandura): Highlights that deviant behavior is often learned through observation, imitation, and reinforcement, especially from peers, media, or family.

Strain Theory (Merton): Suggests deviance arises when individuals are unable to achieve socially approved goals through legitimate means.

Control Theory (Hirschi): Proposes that strong social bonds prevent deviance; thus, weak attachment to family, school, or community increases the likelihood of misconduct.

Psychodynamic Theories (Freud, Erikson): Indicate that unresolved internal conflicts, unmet emotional needs, or identity crises during adolescence may lead to antisocial or deviant actions.

Understanding these theories provides a conceptual basis for designing interventions that address the root causes rather than just the symptoms of deviant behavior.

2. Methodological Approaches

Methodologies for addressing deviance should be both preventive and corrective:

Diagnostic Assessments: Early identification of at-risk youth using psychological screening tools, teacher reports, and behavioral checklists.

Data-Driven Interventions: Collecting and analyzing behavioral data helps tailor support strategies to individual needs.

Mixed-Method Research: Combining qualitative (e.g., interviews, observations) and quantitative methods (e.g., behavior rating scales) provides a holistic view of the student's environment and challenges.

Effective methodology includes continuous monitoring, adaptability of intervention plans, and evidence-based practices rooted in empirical research.

3. Psychological Conditions

Psychological support must focus on emotional regulation, resilience building, and mental health care:

Cognitive-Behavioral Therapy (CBT): Helps students recognize and change negative thought patterns and behaviors.

Emotion Regulation Training: Equips youth with skills to manage frustration, anger, and impulsivity.

Individual and Group Counseling: Creates a safe space for self-expression and peer support, especially for those experiencing trauma, neglect, or rejection.

Psychoeducation: Teaching youth about emotions, mental health, and coping strategies fosters self-awareness and reduces stigma.

Psychological interventions should also consider neurodevelopmental factors such as ADHD, conduct disorder, and depression, which often co-occur with deviant behavior.

4. Pedagogical Conditions

Schools serve as a crucial arena for behavioral development. Key pedagogical strategies include:

Positive Behavioral Interventions and Supports (PBIS): A multi-tiered framework that promotes positive behavior through consistent expectations, recognition, and consequences.

Social-Emotional Learning (SEL): Integrating SEL into the curriculum builds empathy, self-regulation, and responsible decision-making.

Individualized Education Plans (IEPs): Tailored support for students with behavioral or emotional difficulties.

Teacher Training: Educators must be trained in conflict resolution, trauma-informed teaching, and culturally responsive pedagogy to effectively manage and guide deviant students.

Creating a nurturing and inclusive classroom environment significantly reduces the risk of behavioral escalation.

5. Family and Community Involvement

Parental engagement and community partnerships are essential:

Parenting Programs: Training parents in effective communication, boundary-setting, and emotional support strategies.

School-Community Collaborations: Involvement of social workers, law enforcement, religious leaders, and NGOs to address broader social influences on behavior.

Mentorship Programs: Providing youth with positive role models and structured support outside the school setting.

Addressing deviant behavior in young people requires an integrative framework that combines theory, method, psychology, and pedagogy. Schools, families, and communities must work together to create structured, empathetic, and responsive environments. Only through comprehensive, evidence-based approaches can we support the emotional well-being, social integration, and positive behavioral development of at-risk youth.

CONCLUSION

Thus, both individualized and group-based psychological correction approaches play significant roles in facilitating behavioral change, emotional regulation, and social integration. The choice of intervention should be guided by the individual's needs, the context of behavior, and the desired outcomes. Future research should focus on longitudinal studies to measure sustained behavioral changes and the scalability of integrated models in educational and correctional institutions.

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