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Formation Of Educational Mechanisms Against Deviant Behavior And Marginal Characteristics In Students

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Abstract: This scientific article is devoted to the formation of educational mechanisms against deviant behavior and marginal values in students. The expansion of deviant behavior and marginal values in higher educational institutions has a negative impact on the social system. The article contains pedagogical methods and socio-psychological approaches to identifying and combating deviant behavior and marginal values. Practical recommendations are developed to increase social immunity in students and protect them from negative factors. This article emphasizes the need to develop effective mechanisms to combat deviant behavior and marginal values in higher educational institutions.

Keywords: Deviant behavior, marginal values, educational mechanism, higher education, pedagogical methods, social immunity, spiritual and moral education, legal education, radical ideas, teamwork, psychological protection, social security, pedagogical technologies, youth education.

Introduction: In the process of economic and cultural development in modern society, the social behavior of young people, especially students, is of great importance. In particular, the widespread spread of deviant behavior and marginal values among students of higher educational institutions is one of the pressing issues. Educational institutions are not only an educational environment, but also a place that ensures the spiritual, moral and legal development of the individual. However, one of the problems observed in the education system in recent years is the increase in deviant behavior among students. These phenomena threaten the stability of the social system and can lead to social instability, ideological extremism, and crime among students. Thus, there is an increasing need to form educational mechanisms against deviant behavior and marginal values in higher education institutions. This article analyzes pedagogical, psychological and social approaches to preventing and combating deviant behavior and marginal values, as well as the causes of deviant behavior in students, their types, psychosocial factors, and effective solutions to prevent such situations.

METHOD

The word “deviation” is derived from the Latin word “deviatio”, which means “turning”, “turning”. In sociology and psychology, deviant behavior is interpreted as a form of behavior or actions that contradict the norms and values accepted in society. Deviant behavior is a deviation from the norms and rules, social values accepted by society, acting contrary to them. The student period is considered the most active, but at the same time psychologically unstable period in a person’s life. Therefore, deviant behavior at this stage can be formed as a result of various negative influences (social environment, family problems, economic pressure, psychological crisis, etc.).

Types of deviant behavior:

- Social instability: Increased social instability and delinquency in higher education institutions.
- Exposure of young people to extremist views: involvement in religious, political or socially radical ideas and groups.
- Crime and delinquency: Increased delinquency and crimes in educational institutions.

The weakening of social control mechanisms in society, problems of family upbringing, personal crises, peer pressure and harmful information on the Internet play an important role in the formation of deviant behavior.

The student period is a period of psychological self-awareness, striving for independence and social adaptation. At this stage, the internal conflicts of the individual intensify. The academic load, pressure from the assessment system and worries about the future increase depression in students. Lack of motivation, aimlessness and inability to determine one's own life path can lead to apathy or negative activity. The desire for self-expression leads some students to choose behaviors that contradict social norms in order to attract attention or find their place in the group. Emotional instability, aggression, anger, and lack of self-control are the impetus for deviant behavior. In addition, the social environment is the most powerful shaper of individual behavior. The following social factors are important in the emergence of deviant behavior in students:

Family Problems. A dysfunctional family, neglect, parental separation, violence - all of these can lead to social vulnerability in a person.

Peer pressure. The desire to "fit in" among a group or friends can cause a student to abandon their principles.

A sense of social injustice. Some students may experience inequality and economic problems in society and engage in deviant behavior as a form of protest.

Negative impact of the information environment. The destructive ideas promoted on the Internet, social networks, and mass media have a negative impact on the minds of young people.

There are factors that influence the formation of deviant behavior in the higher education system, one of which is the coldness of the pedagogical environment. If there is no trusting relationship between teachers and students, a person feels lonely. Weak control, that is, low discipline, indifference to violations lead to an increase in deviant behavior. In addition, a decrease in educational motivation is also considered one of the main reasons, the inability to connect science with practical life, old teaching methods increase students' indifference to learning. The consequences of deviant behavior in students are negative not only for the individual, but also for society, leading to a halt in personal development, a decrease in the level of social adaptation, an increase in crime, drug addiction, suicide, and a decrease in the prestige and effectiveness of the education system. Deviant behavior is behavior that does not correspond to the moral and social standards established by society. Such behavior contradicts the normative system of society and is often manifested as radical or socially unacceptable actions. Marginal values are views, ideas, or behaviors that contradict and go beyond the core values of a social system. To combat deviant behavior and marginal values, it is necessary to develop effective educational mechanisms in higher education institutions. They include the following areas:

• Spiritual and moral education - the first stage of the fight against deviant behavior and marginal values is the formation of spiritual and moral values in students. For this, the following pedagogical methods should be used: Teaching national values: Teaching students their ethnic and cultural values, helping them understand their national history and culture.

• Moral education: Instilling mutual respect, honesty, and responsibility in students. Encouraging their social and moral development.

• Moral lessons for youth: Conducting lessons and practical exercises aimed at promoting spiritual and moral values among young people, increasing mutual respect, and strengthening resilience.

It is important to develop social projects and entrepreneurship education to reduce deviant behavior and marginal values among students. This will help students to take a responsible approach to themselves, take a useful place in society, and develop skills in finding solutions to social problems. These include social services and volunteering, where students should be formed as active citizens in society through social services and volunteer activities. These activities educate them as socially responsible, honest citizens. In addition, it is very important to pay attention to the social problems of society. Studying social problems among students, focusing on issues such as social inequality, environmental protection and developing ways to solve them is another important way to achieve the intended goal. In addition, by establishing a system of support for entrepreneurship and innovation, it is possible to form an entrepreneurial spirit in students, encourage them to create new ideas, and develop innovative approaches to solving social problems. The creation of pedagogical programs is also an important way to achieve the intended goal. These programs include providing students with moral, legal, and psychological knowledge, and developing skills related to social problems. When developing programs, the following factors should be taken into account:

• Integration: combining ethical, legal, psychological and pedagogical knowledge.

• Interactivity: using methods that encourage active participation of students.

• Application: linking the learning process with social problems that students encounter in their daily lives.

DISCUSSION

The increase in deviant behavior among students is

now recognized as a global problem. The President of the Republic of Uzbekistan Sh.M. Mirziyoyev has been emphasizing the need to strengthen the spiritual and moral education of young people, effectively organize their free time, and increase their social activity. Scientific analysis shows that deviant behavior is not only an individual problem, but also a consequence of imbalances in the social system. Therefore, an integrated approach to this issue is necessary: the problem can be eliminated by combining psychological, pedagogical, social and legal measures. To combat deviant behavior and marginal values, it is necessary to train teachers, introduce them to new pedagogical approaches and innovative methods. In this regard, by improving pedagogical skills, we can achieve the goal of teaching teachers methods that help form social immunity in students and prevent deviant behavior; It is important to provide information on psychological communication with students, stress management, conflict resolution by improving their psychological skills. By providing knowledge about innovative approaches to working with youth, higher education activists can be introduced to new pedagogical technologies, digital resources, and online platforms in working with youth. The introduction of technologies into the educational process can be an effective tool for developing social and cultural values in students. To prevent deviant behavior and marginal values using modern digital tools, the following can be done:

-Online courses and training: Organize online trainings and courses for students that educate them about moral, legal and social values in society.

-Digital resources and platforms: Create educational materials, video tutorials and interactive platforms and make them available to students.

CONCLUSION

Deviant behavior is the result of complex psychosocial processes in society, which cannot be eliminated only by punishment or reprimand. The causes of deviant behavior in students are inextricably linked to personal, family, social and pedagogical factors. Deviant behavior and marginal values can lead to social isolation, delinquency, extremism and radicalism in students. Therefore, it is necessary to effectively form educational mechanisms to combat deviant behavior and marginal values among students in higher educational institutions. Social immunity among students can be increased through pedagogical, psychological and legal education, the introduction of innovative pedagogical technologies and the organization of social projects. In addition, it is possible to develop social responsibility in students by involving them in social services, entrepreneurship, and solving problems in society. A collective and multifaceted approach is required in educating students against deviant behavior and marginal values. Each department in the higher education system - teachers, psychologists, social services and pedagogical programs - all play an important role in ensuring the socio-cultural stability of students. This problem can be reduced by strengthening the mechanisms of individual approach, psychological assistance, spiritual and educational upbringing and social support in working with young people. This creates the opportunity to educate a socially competent, responsible, patriotic young generation.

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