

REZYUME

Autizm sindromli bolalarning jamiyatga integrasiyasini ta'minlash va ularning ta'lim tarbiyasini tashkillashtirish bugungi kunning muhim masalaridan biridir. Mazkur maqolada autizm sindromli bolalar va ularning ota-onalari bilan olib boriladigan jarayonlarning psixologik-pedagogik asoslari tahlil qilingan.

РЕЗЮМЕ

Обеспечение интеграции детей с аутизмом в общество и организация их обучения – один из важнейших вопросов на сегодняшний день. В данной статье анализируются психолого-педагогические основы процессов, проводимых с детьми с аутизмом и их родителями.

SUMMARY

Ensuring the integration of children with autism into society and organizing their education is one of the most important issues today. This article analyses the psychological and pedagogical basis of the processes carried out with children with autism and their parents.

DEVIAANT BEHAVIOR AS A SOCIAL, PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

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Tayanch so'zlar: deviant xulq, o'smirlar, bolalar, agressiya, jinoiy xarakter.

Ключевые слова: девиантное поведение, подростки, дети, агрессивный, преступление характер.

Key words: deviant behavior, adolescents, children, aggressiveness, criminal behavior character.

Introduction: Deviant behavior is “a complex phenomenon and is studied within several scientific disciplines: sociology, criminology, psychiatry, psychology, pedagogy and others. In psychology, deviant behavior is considered as a phenomenon that characterizes a person” [1:245]. As a rule, these types of deviant behavior differ, such as “aggressiveness, sadism, tendency to steal, deceive and vagrancy, anxiety, loneliness, depression, auto-aggression (suicidal behavior), hyperactivity, victimization, stress, phobias, jealousy, hyper- and hypoactivity, eating disorders, sexual behavior abnormalities, addictions, behavioral rituals, obsessive thoughts and motor habits, etc” [2:11].

Deviant behavior is “behavior that deviates from the norms and standards adopted by society: legal, moral, age, ethnic, etc” [3:19].

E.V.Zmanovskaya identifies such specific features of deviant behavior as: violation of not any, but the most important for a given society and at this time, norms [3].

Methods: Today, during a period of various socio-economic changes, as well as the outbreak of a pandemic, many adults have found themselves “Thrown out” of the usual social life, which, of course, cannot but affect the formation of the deviant behavior of the younger generation. At the same time, manifestations of deviant behavior are increasingly associated with aggressive characteristics. In addition, the deviant behavior of children and adolescents is expressed in alienation from various social institutions - family, school, etc. Children and adolescents cease to feel support from these institutions, and more and more show their deviance, which continues to grow.

Consequently, the problem of the formation and development of deviant behavior in children and adolescents has recently been widely considered both in pedagogical and socio-psychological research. Depending on the direction, the authors try to form a single concept, classification of types and types of deviant behavior, to determine the mechanisms of determination and functioning of deviant behavior for the selection and implementation of pedagogical and socio-psychological methods of prevention and intervention. The research analyzes deviations as a socio-pedagogical problem: their preconditions and causes, the typology of deviations, reveals the reasons for deviations from the mental norm and character accentuation, as well as the socio-psychological conditions of personality development disorders in children and adolescents. But constantly changing conditions do not allow to form a unified view of

the nature of deviant behavior.

Thus, deviant behavior appears as a normal reaction to the social or microsocial conditions in which they find themselves abnormal for a child or a group of adolescents, and at the same time as a language of communication with society, when other socially acceptable methods of communication have exhausted themselves or are inaccessible.

There are many different theories and concepts that try to explain the causes of deviant behavior, while most of these approaches consider the mental processes of the individual to be the basis of deviant behavior. Among the most famous approaches, in line with which deviant behavior is considered, one can name psychoanalytic theory, personality theory and social learning theory. At the same time, considering deviant behavior, the initial prerequisite for its occurrence is focused on various factors. So psychoanalytic theory and its followers consider deviant behavior through the prism of integrative relationships between unconscious and conscious processes.

Deviation (deviance) is a stable personality behavior that deviates from the generally accepted, most widespread and well-established social norms. We can say that this is the border between norm and pathology, an extreme version of the norm of behavior, leading to problems of an asocial nature.

There are the following stages in the development of antisocial behavior:

- disapproved behavior (episodic pranks, mischief);
- condemned behavior (associated with more systematic condemnation on the part of caregivers);
- deviant behavior (morally negative manifestations and actions);
- delinquent (pre-crime) behavior;
- criminal behavior;
- destructive behavior.

Deviant behavior is complex in nature and is due to a variety of interacting factors. Among them, the most important are:

Biological factors are unfavorable physiological or anatomical features of the child's body (mental development disorders, hearing and visual defects, damage to the nervous system, bodily defects, speech defects, etc.)

Psychological factors are psychopathologies or character accentuations. These deviations are expressed in neuropsychiatric diseases, psychopathy, neurasthenia, borderline states that increase the excitability of the nervous system

and cause inadequate reactions of the adolescent.

Socio-psychological factors are expressed in defects in family, school and social upbringing, which are based on ignoring the gender, age and individual characteristics of children, leading to a violation of the socialization process.

The most important causes of deviations in the psychosocial development of a child can be dysfunctional families, certain styles of family relationships, which lead to the formation of deviant behavior in students. These include:

disharmonious style of upbringing and intrafamily relations, when a unified approach, general requirements for the child have not been developed;

the conflicting style of educational influences, often dominating in single-parent families, in situations of divorce, long-term separation of children and parents;

asocial style of relationships in a disorganized family. It is characterized by the systematic use of alcohol, drugs, the manifestation of unmotivated cruelty and violence. It is important for a modern school today to create an environment free from conditions that deform the child's consciousness and give rise to deviant behavior.

Biological concepts consider biological conditioning - physiology, psychophysiology and constitution - to be the basis for the formation and development of deviant behavior. In our opinion, one cannot agree with the supporters of biological theories, since one cannot ignore the role of upbringing and the social environment in which an individual finds himself in the process of his growth and development. Therefore, for effective prevention and correction of deviant behavior, it is necessary take into account both the biological basis and the socio-psychological factors.

Most deviants need psychologically grounded influences that contribute to the development of personal qualities that expand adaptive capabilities: a positive attitude towards society, towards oneself and other people; social, emotional and logical intelligence, communication skills, volitional qualities and some others. The success of their formation largely determines the effectiveness of both psychological prevention of deviant behavior and the rehabilitation of deviant children and adolescents.

Teachers and psychologists, who, due to their professional activities, quite often encounter and work with deviant children and adolescents, should have a great opportunity to develop and implement various socio-psychological and pedagogical methods and technologies that will help strengthen the mental and psychological health of this category. Also, both teachers and psychologists must master various methods of diagnosing the development of personal qualities, in addition, they must possess the entire set of scientific, both theoretical and practical, knowledge about deviant behavior, its manifestations, types, properties, as well as various relationships between deviant behavior, personal characteristics and social factors that determined this behavior.

Features of adolescence (13-15 years old). This age is characterized by emotional instability and sharp mood swings (from hot temper to depression). The most violent reactions occur when someone around tries to infringe on the pride of a teenager. The teenager has his own position. He considers himself to be old enough and treats himself like an adult. The desire for everyone (teachers, parents) to treat him as an equal, an adult. But at the same time he will not be embarrassed that he demands more rights than takes

on responsibilities. And the teenager does not want to answer for something, except in words. The main new formations at this age are: conscious regulation of their actions, the ability to take into account the feelings, interests of other people and focus on them in their behavior.

Neoplasms do not arise by themselves, but are the result of the child's own experience, obtained as a result of active involvement in the implementation of various forms of social activity.

In the mental development of a child, the determining factor is not only the nature of his leading activity, but also the nature of the system of relationships with the people around him, into which he enters at various stages of his development.

Features of adolescence (16-18 years old.) Senior school age is the age of forming one's own views and attitudes. It is in this that the independence of high school students is manifested. If adolescents show independence in affairs and actions, then senior schoolchildren consider their own views, assessments, and opinions to be a manifestation of independence. The desire to understand everything on your own contributes to the formation of moral views and beliefs. The main psychological acquisition of early adolescence is the discovery of one's inner world. Thus, the formation of a worldview, independence of judgments, increased requirements for the moral character of a person, the formation of adequate self-esteem, the desire for self-education are the main new formations in the personality of a senior student.

The senior schoolchild is faced with the task of self-determination, choosing a life path. The choice of profession becomes the psychological center of the developmental situation, creating in them a kind of internal position. In this regard, the leading activity in early adolescence is professional self-determination (educational and professional).

The development of cognitive interests stimulates the further development of the arbitrariness of cognitive processes, the ability to control them, consciously regulate them. At the end of senior school age, students master memory, perception, imagination, attention and subordinate them to certain tasks of activity.

Result and Discussion: The thinking activity of high school students is characterized by a higher level of generalization and abstraction - an increasing tendency towards a causal explanation of phenomena, - the ability to reason judgments, prove the truth or falsity of certain provisions, - make deep conclusions and generalizations, - link what is being studied into a system.

Thus, deviant behavior continues to be both a pedagogical and a socio-psychological problem that needs to be resolved as soon as possible, since every year there are more and more children and adolescents with manifestations of deviant behavior. Deviant behavior is the actions and actions of a person or a group of persons that do not correspond to the officially established or actually established norms and expectations in a given society, culture, subculture, group.

After analyzing the available approaches, it is possible to identify several leading types of anomalous personality behavior, to which minors are most susceptible. A very important factor is the early identification of adolescents at risk, prone to manifestations of deviant behavior, as well as the identification of their aggressive, auto-aggressive and

criminal orientation.

Any form of aggressive behavior is aimed at the adolescent's stubborn defense of his self. Since the basic needs of a child are freedom and self-determination, an educator who deprives a child of freedom of action kills the natural forces of his development.

Due to age characteristics - high emotional susceptibility and sensitivity, low resistance to stress, the absence of formed models of coping with external situational problems and internal experiences, the need for close contacts with peers, the desire for emancipation from adults, the experience of an age crisis, and others - adolescents constitute a risk group and require attention to their experiences. Specialists working with minors should have extensive knowledge of the problem in order to implement preventive measures, know the scientific interpretation of concepts and

their content, be able to talk on a complex topic with both adolescents and their parents.

Conclusion: Socialization of a child is a long and very complex process. On the one hand, any society that, at each stage of its development, develops a certain system of social and moral values, its ideals, norms and rules of behavior, is first of all itself interested in that every child, having accepted and assimilated them, could live in this society. , become its full member. For this, society in one form or another always has a purposeful impact on the individual, carried out through upbringing and education. On the other hand, its formation is greatly influenced by a variety of elemental, spontaneous processes taking place in the surrounding life. Therefore, the total result of such targeted and spontaneous influences is not always predictable and does not always meet the interests of society.

References

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Maqola bolalar va o'spirinlarning deviant xulq-atvori, shuningdek boshlang'ich maktab o'quvchilari va ba'zan hatto maktabgacha yoshdagi tobora dolzarb muammolarga bag'ishlangan.

РЕЗЮМЕ

PEZIOME

Статья посвящена все более актуальной проблеме девиантного поведения детей и подростков, а также детей младшего школьного, а иногда и дошкольного возраста.

SUMMARY

The article is devoted to the increasingly urgent problem of children and adolescents' deviant behavior, as well as of primary school children and, sometimes even preschool age.

QANDLI DIABET KASALLIGINING PSIXOLOGIK JIHATDAN TADQIQ QILIINISHI

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Tayanch so'zlar: qandli diabet, kasallikning psixologik jihatlar, insulin, metabolizmi buzilishi, emotsional holat, kechinma.

Ключевые слова: сахарный диабет, психологические аспекты болезни, инсулин, метаболические нарушения, эмоциональное состояние, переживания.

Key words: diabetes mellitus, psychological aspects of the disease, insulin, metabolic disorders, emotional state, experience.

Bugungi kunda Covid pandemiyasidan so'ng yurtimizda qand kasalligi bilan og'rikan bemorlar soni ko'paygan. Shu sababli aholini endokrin kasalliklardan davolash borasida barcha hududlarda kasallikni oldini olish uchun psixologik profilaktik ishlarni amalga oshirish davr talabi hisoblanadi.

Har narsa me'yorida bo'lgani yaxshi, ortiqcha ozodalik esa ba'zi kasalliklar kelib chiqishiga sababchi bo'lishi mumkin ekan. Statistika ma'lumotlariga ko'ra, oxirgi paytlarda qandli diabet kasalligining birinchi turi bilan kasallangan bolalarning soni keskin ravishda ko'paydi. Uzoq izlanishlardan keyin olimlar shunday xulosaga keldilar: barchasiga ota-onalarning haddan tashqari tozalikka intilishlari sabab bo'lgan. Tadqiqotlardan ma'lumki, atrof-muhitdagi ba'zi bakteriya va viruslar organizmning chidamliligiga xizmat qiladi. Ya'ni ularga qarshi immunitet yoshlikdan boshlab ishlab chiqariladi. Haddan tashqari ozodalik sababli ulardan xalos bo'lishimiz esa o'z navbatida qandli diabet kasalligining birinchi turiga olib kelishi mumkin[9].

Qandli diabet (lot. *diabetes mellitus*, «saxar kasalligi») — glyukozaning o'zlashtirilishi buzilishi bilan bog'liq bo'lgan va insulin gormonining nisbiy yoki mutlaq yetishmovchiligi yuzaga keladigan endokrin kasalliklar guruhi hisoblanib, buning oqibatida giperglikemiya — qonda qand miqdorining turg'un oshishi kuzatiladi. Kasallik surunkali kechishi, shuningdek uglevod, yog', oqsil, mineral va suvtuz metabolizmi buzilishi bilan xarakterlanadi [12].

Statistik ma'lumotlarga ko'ra, 1980-yilda dunyo bo'ylab 108 million odam diabetga chalingan bo'lsa, 2014-yilga kelib bu raqam 422 millionni ko'rsatgan [6]. 2021-yilda

Xalqaro diabet federatsiyasi ma'lumotiga ko'ra, 537 millionga yetgan [13], 2045 yilga kelib dunyo bo'ylab diabetga chalinish 700 millionga yetishi prognoz qilinmoqda [7].

Dunyoda diabet qayd qilinishi bo'yicha Xitoy birinchi o'rinda turadi, yani diabet bilan kasallanganlar 116 million kishini tashkil qiladi. Xitoydan keyin Hindiston (diabet kasalligi bilan kasallangan 77 million kishi), keyin esa AQSh 31 million kishini tashkil qiladi [8].

Mamlakatimizda ham qandli diabet bilan kasallangan bemorlar soni ortishi kutilmoqda. Mutaxassislarning qayd etishicha, 2018-yil olib borilgan tadqiqotlar va Namanganda o'tkazilgan o'rganishlar natijasida mamlakatimizda qandli diabet bilan kasallangan bemorlar soni (230 ming) kelgusida 4-5-martaga oshgani qayd etilgan. 2021-yil O'zbekistonda qandli diabet bilan kasallanganlar soni 245 mingdan ko'proqni tashkil etib, ulardan 2, 3 mingdan ortig'i – bolalarni tashkil etmoqda [10].

O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyevning 2022-yil 26-yanvardagi «Endokrinologiya xizmatini takomillashtirish va ko'lamini kengaytirish chora-tadbirlari to'g'risida»gi [102-sonli qarori](#)da 2022-2024-yillarda Respublika aholisiga endokrinologiya yordami ko'rsatishni rivojlantirish dasturi qabul qilingan bo'lib, unda belgilangan rejalariga ko'ra, respublikaning 40 yoshdan oshgan aholisida yiliga bir marta qandli diabet kasalligiga skrining o'tkazilishi va sohada ko'plab islohotlar o'tkazilishi qayd qilingan. Aynan mutaxassislar Kovid pandemiyasidan so'ng ushbu dardga chalinganlar soni ortgani, umuman diabet kovid asoratlaridan biri ekanligini qayd etishmoqda [11].