

DEVIAANT BEHAVIOR OF ADOLESCENTS AND SOCIO-PEDAGOGICAL CONDITIONS FOR ITS CORRECTION

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Tayanch soʻzlar: oʻsmirlar, deviant xulq-atvor, oʻsmir psixologiyasi, yosh xususiyatlari, pedagogik muhit, tarbiya vositalari.

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Key words: adolescents, deviant behavior, adolescent psychology, age characteristics, pedagogical environment, educational tools.

The place of a person in social society is of special importance. As each minor child grows older, there is a need to take their place in social society in order to ensure the happiness of their lives. This position can only be possessed by a person who embodies these three moral qualities. They consist of: prudence, common sense and good morals. It is inevitable that a person who lacks even one of these three things will not be able to ensure the happiness of his life. In other words, happiness comes to a person who is physically healthy, has a sound mind and a wonderful character, and people with these qualities can adequately meet various misfortunes.

Every parent who does not want his child to be unhappy should equip him with these three moral qualities before letting him go on an independent life. The product of education is the same, that is, to educate a person means to bring him to physical, mental and behavioral perfection and make him capable of achieving happiness. Although a person has the opportunity to be educated from the cradle to the grave, it is very important to educate him from childhood.

If you pay attention to the course of the cardinal reforms carried out in our country, it is easy to understand that they are based on the education of the younger generation. Because the bright future of our country is in the hands of our growing children.

As President Shavkat Mirziyoyev noted: "We consider it our first priority to improve the activities of all links of the education and training system based on the requirements of today's times." When talking about the education of the young generation, I would very much like that each of us, especially our sons and daughters who are coming into life, follow these thoughts of our grandfather Abdurauf Fitrat. Here is what our great ancestors wrote: "It is up to the people to move towards a specific goal, to become statesmen, to be happy and to be respected, to be worldly lovers or to be humiliated by being weak, to bear the burden of misfortune, to be neglected, to be subordinated to others, and to be slaves and captives - depends on their mother's upbringing from childhood" [1].

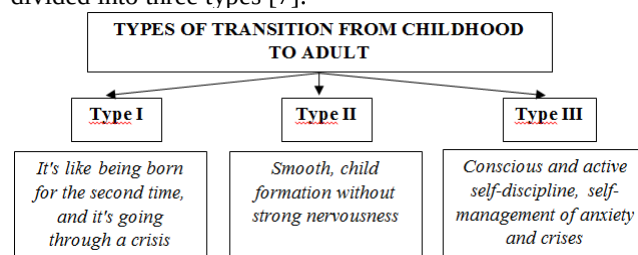
Scientists understand civil and moral education by socialization. Also, a group of scientists consider the socialization of a person as the main goal of education. However, upbringing is one of the main factors of child socialization. The fact that education is based on social action distinguishes it from socialization.

In general, socialization is a continuous process, that is, a person constantly interacts with society. Education is a continuous process. Because it is implemented in certain organizations and is limited in time and space. In particular, the following are distinguished as socio-pedagogical factors for the prevention of negative behavior in the upbringing of minors:

- social phenomenon;
- activity;
- process;
- value;
- system;
- impact;
- interaction.

Adolescence is the transition from childhood to adulthood. This period is a period of sharp acceleration of physiological development and sexualization. This period is characterized by the manifestation of negative personality traits and their alternation: sometimes they are communicative, sometimes they are opposite, sometimes they are happy, sometimes they are sad, and so on.

The main goal of a minor is self-awareness and the formation of similarity (to be like peers). The transition from childhood to adulthood is not smooth for everyone. Accordingly, the formation of a child in adolescence is divided into three types [7]:



Picture 1. Types of transition from childhood to adult

The first type is characterized by an energetic, crisis-like period, like a second birth. Its end is the emergence of a new "I". This is the eve of mental puberty, and the following special signs appear in an 11-12-year-old teenager: restlessness, belligerence, he does not find the games of teenagers interesting, and the games of older teenagers are incomprehensible.

For the second type, the period is smooth, without strong nervousness, typical for the formation of a child. After "Eve", girls aged 11-13 years and boys aged 14-16 years are replaced by a negative (negative) phase, which includes Adolescents. Rapid changes in the environment and restlessness, sensitive nature, physical and mental weakness, dissatisfaction with oneself are the main characteristics of this period.

The third type is characterized by conscious and active self-education, independent coping with anxiety and crises. In most teenagers, we can find such situations as self-hatred and the feeling of being alone, alienated, and misunderstood by others as a result. At this time, the child becomes very sensitive to contradictions, negative influences, such situations cause either aggressive self-defense or passive melancholy in the child. The end of the negative phase corresponds to the end of physical maturation.

The positive (approach) phase begins with the adolescent becoming sensitive to positive aspects of the environment. Sources of joy appear in front of him, they put the "excitement of nature" - the conscious excitement of beauty.

Art and science can be the sources of joy in conditions favorable to development. To these is added the love that "gets out of the strongest difficulties".

As a result of sexual maturation at this age, significant changes occur in the child's body and psyche. This greatly changes the child's field of interest. In this, we can see two features of the development of interests:

On the one hand, the emergence of new interests and inclinations: interest in social life, technology, reading books full of heroes and adventures, sports in many people;

On the other hand, there is the loss of the previously established system of interests: this is the reason for its negativism and inconsistency.

The combination of these two signs characterizes a fact, strange at first glance, - a decrease in interests, and sometimes their complete disappearance. During this destructive phase, the teenager ends his childhood. This phase is characterized by pessimism, a break in relations with society, a break in previously established relationships between adolescents, as well as friendships, a desire for solitude, a sharp change in attitude towards other people, and non-compliance with the rules of social behavior.

As a result, most teenagers show individualistic orientation. Together with it, the peak of individuality corresponds to middle-aged teenagers, and when it comes to older teenagers, its proportion decreases; they are only interested in the lives of those who are interested in them. The number of philanthropic girls is higher than that of boys, and at the same time, the number of self-interested - egoistic teenagers is more. These differences are related to the roles society has created for women and men. Society expects a woman to be more disciplined and submissive to independence, to empathize with the pain of others, to put others' opinions before her own. A woman should be submissive, patient, forgiving and adaptable in many ways. To a large extent, these qualities are characteristic of the humanitarian direction of the person. A man is characterized by courage, activity, independence, aggressive behavior and more independent thinking and acting. Therefore, individuality is characteristic of his actions.

In boys, negative traits begin to appear later than in girls (this is due to their physiological development later), but they persist.

Adolescents undergo very important changes in their motivational sphere, in which they become able to significantly control their moral behavior in relation to the goals and tasks they set for themselves and the demands they make on themselves. Thus, there is a transition from reactively following the demands of the external environment to actively aligning one's behavior with one's personal ideals.

Adolescents have more noticeable than before, purposefulness, a fairly developed sense of duty and responsibility. Interests now arise not because of an event, but because of the gradual accumulation of knowledge. The range is based on the strength of the motives, interests and goals set by the students. Often causes interest (hobby) in this or that business. Adolescence without interest is like childhood without play.

The teen's interest is strong and often variable, but sometimes has a constant tone; usually they are not related to the learning process. Some of these interests ensure the development of an adolescent as a person, as they satisfy the adolescent's knowledge needs and lead to the formation of useful skills in him. But in some personality traits, they lead to a developmental distortion, wasting time, violating social rules, etc. There is no need to talk about "gambling" games, drinking alcohol, drugs.

The presence of ideals, self-esteem, accepted norms and rules of behavior in society indicate a significant development of the personality of a teenager, the formation of an "internal plan", which is a significant factor in motivating and organizing one's behavior. But this "inner plan" has not become a single system, is not sufficiently generalized and will not be stable. The existing ideal is unstable and changes frequently.

The independent needs of a teenager require constant external support. Hence the instability of a number of

motives, the changeability of words and deeds. In addition, it is characteristic that the goals are incompatible with the possibilities, which indicates that high demands are placed on these age groups, which cause their failure.

The fact that older adolescents are more self-confident than the opinions of others leads them to develop motives based primarily on their own opinion, which ultimately manifests itself in their stubbornness.

Younger adolescents have new needs, such as getting out of school, joining adult life, and finding and protecting their place in the social environment. The above needs are satisfied only when changing the leading activity (study).

An enlightened family is seriously engaged in the education of their children and continuously monitors their education. They see that their prospects will be prosperous or disastrous depending on the upbringing of the younger generation. "They clearly believe that a small defect in the education of a people will gradually cause great damage."

Education is the basis for the proper development of a teenager. Parents, teachers, educators should not forget that the development of a teenager is the most difficult life process for him. As a teenager grows, his memory, speech, and emotions grow. This period of each person is related to the environment, social development, abilities and also the psyche of the child and his relatives. These reasons can fundamentally change a person.

We need to talk more to our minors, listen to their hearts, know their pain and give them practical help in solving their problems. Minors do not develop morality on their own. All of them are carried out in the learning process. In particular, in the formation of a child - acquaintance with nature, flora and fauna, the external and internal world, communication with people gives effective results.

Let us dwell on the socio-pedagogical factors of significance, system and influence in the prevention of negative behavior in the upbringing of minors.

The ideological basis of our national heritage has been the study of the factors that are responsible for personal education and spiritual needs. While the creativity of our ancestors was focused on personal interests, at the same time, it was observed that all the innovations implemented in our independent country serve the future of mankind. The ideological harmony between the modern educational system and the national heritage also means the need to rely on the spiritual and educational grounds of the national heritage during the educational process. The way to the hearts of teenagers begins with education. All good qualities are absorbed into the human heart, first of all, by the unique charm of the mother tongue, self-awareness, the expression of national consciousness and thinking, the national-spiritual connection between generations is manifested through the language [8].

In the course of our research, it became known that crimes are committed among children in our country, and the expression "street kid" is now more common. 30 years ago there were places where minors could go and where not. Now we see children in the markets, among those who drive carts and sell pistachios. In our opinion, teachers and parents should regularly look for answers to the question why a child walks on the street, what he does on the street. Besides, who do they associate with on the street and what qualities of people do they imbibe? At the new stage of development, important measures were taken to reform the education system and raise the level of personnel training to the level of modern requirements. The government of Uzbekistan sees reforms as a priority area for all levels of education. Also, serious attention was paid to the education system, an educational system recognized by the world community was created and put into practice in our country. Many educational centers fully meeting world standards and equipped with modern computer technologies

have been established. After all, in our time, in the implementation of reforms in our country, in the change of people's worldview, in the realization of our noble dream of building a great state, the training of personnel that meets the requirements of the time is of great importance.

The national basis of the education system in Uzbekistan is reflected in the following^[7]:

- a) introduction of student-centered education;
- b) orientation towards the realization of national identity;
- c) the focus of additional education on the profession;
- g) free school education;
- d) education has a democratic content, that is, it is based on choice;
- e) teaching in state languages (Uzbek, Karakalpak) and other languages (Russian, Kazakh, Tajik, Kyrgyz, Turkmen);
- j) production-related education;
- z) harmony of education with science;
- k) the fact that the student's personality is not only an object of education, but also a subject;
- l) harmony of education with spiritual and moral education;
- m) compulsory schooling for all;
- n) the content of education is based on the harmony of national and universal values;
- o) it is guaranteed that at the end of the system of continuous education, young people will enter life with at least 2-3 professions, mastering modern information technologies, learning foreign languages, ready for independent work.

Democratic reforms alone cannot ensure democracy, the individual, and freedom of thought. The new model, the chosen path of development, goals and objectives require the education of a new social thought, social consciousness, a new person. The future of Uzbekistan is largely connected with the state of continuous education, because the level of training of specialists has long determined the economic well-being, culture, spirituality and even the psyche of the

nation. A notable aspect of the national educational program is that it is oriented towards meeting the aspirations, needs and interests of our people, with special attention to the specific aspects of the mentality of our people and nation. If we look at our national education, we can see that the desire to engage in private enterprise has always been strong in the worldview, the peculiar way of thinking and the way of life of our people. Today, when social life experience, a structural link in the relationship of the educational process - education, upbringing, personal development are fully realized, an important factor is the strong introduction of pedagogical and psychological knowledge into the minds and hearts of our future young staff. A modern teacher is not only a teacher, but also a person who understands and appreciates how a child learns and develops, helps his inner world, spiritual, moral, general cultural growth.

Based on the analysis of domestic experience and achievements in the education system at the world level, a new generation of people is being formed with a high general and professional culture, creative and social activity, able to successfully act independently in social and political life, able to move forward.

The resolution of the head of the country "On improving the effectiveness of state policy towards youth and supporting the activities of the Youth Union of Uzbekistan" revealed ways to effectively use the opportunities of public education in eliminating negative moral forms in the behavior of adolescents [1]. During the years of independence in our country, large-scale work was carried out to educate young people spiritually mature and physically healthy, patriotic and selfless, to protect their rights and interests.

It should be noted that the creation of private schools in our country at a new stage of development has become a big event. Currently, the relevance of this issue is manifested in practice. Also, private kindergartens and private schools are being formed in all regions of the country.

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REZYUME. Ijtimoiylashuv uzluksiz jarayondir, ya'ni inson doimo jamiyat bilan o'zaro munosabatda bo'ladi. Ta'lim uzluksiz jarayondir. Chunki u muayyan tashkilotlarda amalga oshiriladi vaqt va makon jihatidan cheklangan. Xususan, voyaga yetmaganlar tarbiyasida salbiy xulq-atvorining oldini olishning bir qancha ijtimoiy-pedagogik omillari mavjud bo'lib, bu omillarning har biri ta'lim jarayonida o'ziga xos xususiyatlarga ega. Maqolada o'smirlar xulq-atvorining salbiy axloqiy shakllarining oldini olishning ijtimoiy-pedagogik omillari ko'rib chiqilgan.

РЕЗЮМЕ. Социализация представляет собой непрерывный процесс, то есть человек постоянно взаимодействует с социумом. Образование – это непрерывный процесс. Потому что он реализуется в определенных организациях и ограничен во времени и пространстве. В частности, существует ряд социально-педагогических факторов профилактики негативного поведения в воспитании несовершеннолетних, каждый из этих факторов имеет свои особенности в образовательном процессе. В статье рассматриваются социально-педагогические факторы профилактики негативных нравственных форм поведения подростков.

SUMMARY. Socialization is a continuous process, that is, a person constantly interacts with society. Education is a continuous process. Because it is implemented in certain organizations and is limited in time and space. In particular, there are a number of socio-pedagogical factors for the prevention of negative behavior in the upbringing of minors, each of these factors has its own characteristics in the educational process. The article deals with the socio-pedagogical factors in the prevention of negative moral forms of adolescent behavior.