
PSYCHOPROPHYLAXIS OF BEHAVIOR DEVIATION IN STUDENTS

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Abstract

Psychoprophylaxis of students' deviant behavior is the basis of prevention of various crimes caused by it. Psychoprophylactic measures require, first of all, to eliminate the conditions and causes that cause behavioral deviations.

Keywords: deviance, psychoprophylaxis, adolescent, education, family, crime.

In adolescence, the most important psychological feeling - the emergence of a sense of adulthood or adulthood is of particular importance. The sense of maturity is expressed in the socio-moral sphere, mental activity, interest, attitude, entertainment process, external forms of behavior. Unhealthy psychological environment in the family and mistakes made in family education and defects observed in the educational process, the life of the neighborhoods where children and adolescents live, their psychological environment cannot fail to have their influence on the origin of behavior in minors. It is known that the objective conditions and events of the social environment affect the mind, desire and will of a teenager without being subject to them and determine the content of his mind, worldview, formation as a person and behavior. Behavioral prevention measures among children and adolescents require elimination of the conditions and causes that cause behavioral deviations. In the prevention of juvenile delinquency, first of all, it is necessary to take into account the socio-psychological, individual psychological, sociological, territorial and criminological characteristics of criminal behavior. Also, prevention of law violations among minors is characterized by general and special - individual conduct. General social measures include socio-economic development of society, political stability, improvement of people's lifestyle and micro-environmental relations, development of cultural, spiritual and educational potential of citizens, etc.

Special-individual activities are defined as the development and application of measures taking into account the personality characteristics of children and adolescents, their psychology, worldview, value orientation, life position, level of consciousness and socialization characteristics. In the development of psychoprophylactic measures, it is necessary to pay special attention to the period before the origin of behavior among minors, to the general educational activities conducted during this period, to their improvement, and to increase the level of effectiveness. That's why we should not forget that this intermediate period is of great importance in the prevention of deviant behavior among minors.

The analysis of the general direction of the personality of juvenile criminals shows the need to carry out preventive measures aimed at the prevention of crime not only

among children and adolescents with criminal behavior and negative disorders, but also among children and adolescents with healthy behavior. From this point of view, it is clear that the criminal act committed by a teenager does not give information about the positive qualities of a teenager's personality and the factors that cause the commission of crime, when it is committed not according to his behavior, but according to situational circumstances. Also, in such situations, it is not possible to help prevent criminal activity even when educational preventive measures are carried out in a teenager. Therefore, in the prevention of crimes related to situational situations, one should not forget that it is expedient to take into account the characteristics of the adolescent, his positive or negative qualities, and their character traits. Also, it is important to get rid of the emotional instability, excitability characteristics of the adolescent personality, and to develop their ability to control their behavior and thinking skills in preventing the crime of children and adolescents depending on situational situations.

The process of deviant behavior in minors is a process of complex connection between personality characteristics and events of the external environment. In this process, the adolescent receives and processes information from the external environment as a subject. As an object, the elements of the external environment are expressed as an element affecting the person.

The socio-psychological features of the adolescent personality have such unique possibilities that sometimes they determine healthy relationships and a healthy lifestyle, and sometimes they create an opportunity for the emergence of unhealthy behavior. These characteristics indicate the need to develop psychologically and pedagogically effective measures aimed at preventing the occurrence of illegal behavior in adolescents. The effectiveness of measures to prevent crime among minors and their effectiveness depend primarily on the formation of positive qualities, socially useful needs and interests in the adolescent. In this sense, educational activities and training should serve as a preliminary prevention of juvenile delinquency.

According to researches, psychologists and pedagogues have developed a number of recommendations and tips aimed at preventing maladaptive behavior. Russian psychologist E.A. Gorshkova states that improving the relationships of difficult-to-educate teenagers with their classmates is an important factor in preventing criminal behavior among minors.

1. Improving the place of teenagers with difficult education in the class community and their relationships with classmates and others.
2. To achieve the formation of positive personal qualities while studying the personality traits of teenagers with difficult upbringing and implementing educational activities.
3. Timely implementation of measures to prevent the isolation (separation) of teenagers with difficult upbringing from the class and school community.
4. Involvement of teenagers with difficulties in education based on their interests and abilities in activities held in the classroom and outside the classroom.
5. Forming a sense of healthy psychological attitude in the members of the class team.

6. Creating a spirit of positive and active attitude towards adolescents with difficulty in education in the class and school community.

It can be seen from these that when trying to correct the deviation in personality, it is appropriate to pay attention first of all to the adolescent personality, his adaptation to the social environment, and to change the sphere of motivational needs of the adolescent, to improve the health of the unhealthy lifestyle and educational environment. In this case, relying on the positive qualities and characteristics of adolescents, it is necessary to develop all-round interest in them, first of all, interest in studying, work, and socially useful activities.

The effectiveness of educational activities conducted among children and adolescents with behavioral deviations depends on the formation of an active life position in them, the establishment of mutual intimacy and healthy relationship between the student and the teacher. Therefore, it is important for the teenager to always feel that the teacher is paying attention to the teenager with a difficult upbringing, that he takes them close to him and wants to help him. This is the first step towards improving adolescent behavior.

The next condition for correcting maladaptive behavior in a teenager is the timely detection of a change in a teenager's psyche and the provision of medical, psychological and pedagogical assistance. Educational activities aimed at preventing deviant behavior and criminal behavior in adolescents should be implemented taking into account the family environment, level of education and conditions of the adolescent. Because knowing the family environment gives information about the adolescent personality, his education level and lifestyle, positive and negative qualities.

It should not be forgotten that in the psychoprophylactic effect on children with behavioral deviations, taking into account the process of the formation of a teenager's personality, his specific characteristics, character traits and psychology will give good results. One of the important conditions for the prevention of behavior deviation in children and adolescents is the correct establishment of school and family cooperation in the educational process. At such times, it is often difficult to correct the upbringing of children and adolescents, especially changes in their behavior, due to the breakdown of family-school cooperation, parent-teacher communication. The teacher-student does not always know the environment of the family in which he is growing up, his moral character. Sometimes some teachers carry out educational work with children and teenagers without consulting parents and without having certain information about them. In such cases, the implementation of educational activities naturally causes a decrease in the level of effectiveness of the planned preventive measures. As a result, the intended purpose of psychoprophylaxis is not achieved.

Researcher Z.V. Baeryunas stated that "one of the main characteristic features of the family of children and adolescents with criminal behavior is the underestimation or underestimation of moral and spiritual qualities, considering material wealth as the main thing instead of moral and spiritual values, the prevalence of family disagreements and conflicts, parents lack of pedagogical knowledge in mothers, low

level of education, upbringing and culture, the existence of habits of wide use of physical punishment, insults, resentment, scolding methods in controlling children's behavior.

It is known that the health of the family environment, the cultural, mental, spiritual and moral integrity of the parents and other family members have a positive effect on the child being raised in the family. Knowledge of parents is an important factor in preventing illegal behavior in children and adolescents. Based on this situation, it can be said that the level of enlightenment, mental, spiritual and moral maturity of parents is important in preventing the occurrence of criminal behavior among children and adolescents.

Some teenagers begin to learn various negative habits to show that they have joined the ranks of adults. Such changes in the adolescent's behavior are of great concern to teachers and parents. In order to change them in a positive way, it requires psychological knowledge and experience from adults. At this age, adults don't shame, humiliate, and condemn the shortcomings and mistakes that teenagers unknowingly make in many people, but helping them in a psychological way, not by extinguishing the feeling of "being an adult", but by showing them how an adult should be and meet the requirements. It is necessary to conclude from the above that it is possible to pay attention to a number of psychological and pedagogical issues in the prevention of crime among children and adolescents.

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