

**MODELING THE PROCESS OF PREVENTING DEVIANT BEHAVIOR (SOCIO-
PSYCHOLOGICAL ASPECT)****Urunov Aziz Shakirovich***v.v.b dosent (PhD) Tashkent chemical International University Samarkand branch
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Аннотация: В статье раскрываются основные понятия метода моделирования в социальной психологии, построение структурно-функциональной модели профилактики девиантного поведения подростков в специализированных школах-интернатах. Большое значение придается коррекционной работе с несовершеннолетними, имеющих определенные отклонения в поведении.

Ключевые слова: девиантное поведение, профилактика, модель, моделирование, психологический подход, структурно-функциональная модель, полисубъектный подход, комплексный подход, содержательный компонент, психологический комфорт.

Annotasiya: Maqolada ijtimoiy psixologiyada modellashtirish usulining asosiy tushunchalari, ixtisoslashtirilgan maktab-internatlarda o'spirinlarning deviant xulq-atvorining oldini olish uchun tarkibiy-funksional modelning qurilishi ochib berilgan. Xulq-atvorida ma'lum og'ishlar bo'lgan voyaga etmaganlar bilan tuzatish ishlariga katta ahamiyat beriladi.

Kalit so'zlar: deviant xulq, profilaktika, model, modellashtirish, psixologik yondashuv, tarkibiy-funksional model, multisubyektiv yondashuv, murakkab yondashuv, tarkibiy qism, psixologik qulaylik.

Abstract: The article reveals the basic concepts of the modeling method in social psychology, the construction of a structural-functional model for the prevention of deviant behavior of adolescents in specialized boarding schools. Great importance is attached to corrective work with minors with certain deviations in behavior.

Key words: deviant behavior, prevention, model, modeling, psychological approach, structural-functional model, multisubjective approach, a complex approach, content component, psychological comfort.

The main concept of the modeling method in social psychology is the model, which determines its content. In the psychological literature, there are several approaches to the concept of model (Psychoanalytic approach, Behavioral approach, Cognitive approach, etc.). Models reflect in a simplified, reduced form the structure, properties and relationships between the elements of the object under study, thereby allowing you to clearly see the components of the system, present them holistically, in development, orderliness and compare conceptual approaches for analysis.

Modeling researchers note that the models are similar, but not identical, to the original. The model reflects the subject not directly, but through a combination of the following purposeful actions of the subject:

model construction;

experimental and (or) theoretical analysis of the model;

comparison of analysis results with the characteristics of the original;

detecting discrepancies between them; model adjustment;
interpretation of the information received, explanation of the discovered properties and connections;

practical verification of simulation results.

Having studied the results of the study, we considered it necessary to develop a structural-functional model of the process under study. The main purpose of such a model is to reveal the connection between the structure of the object under study and the functions performed. This type of model requires the mandatory representation of structural and functional components and ignoring all others. The construction of a structural-functional model begins with identifying the structure of the object being studied, i.e. its components are identified and connections between them are established, and only then the functions performed by each component are determined and studied.

To build a functional-structural model, the external, general function of the object being studied is determined, which is decomposed into several particular ones, and then only those structural components that directly ensure the implementation of this function are identified and recorded in the object. This type of model allows us to reveal the internal structure of the phenomenon under study and its purpose, as well as show the nature of obtaining essential characteristics.

The construction of a structural-functional model for the prevention of deviant behavior of adolescents in specialized boarding schools must begin with identifying the structure of the object being studied, that is, with identifying its components and establishing connections between them. The integrity of the model is ensured by the unity of the identified structural (goal, content of the process, result) and functional components (pedagogical conditions, criteria for the effectiveness of preventing deviant behavior). The structural components of the model reveal the internal organization of the prevention of deviant behavior of adolescents in institutions of additional education and are responsible for the constant interaction between the elements of this process.

Functional components, that is, ways of organizing the work of the model, ensure the functioning, development and improvement of the educational process.

The most important component of developing a model for the prevention of deviant behavior of adolescents in specialized boarding schools is the choice of theoretical and methodological foundations for the study.

In our study, the systemic and personal-activity approaches are significant in general scientific terms. As practice-oriented research tactics, approaches that make up a specific scientific methodology are most often chosen, the purpose of which is to reveal the features of the practical use of the phenomenon under study, determine the mechanisms and procedures for achieving a scientific goal. In this direction, we are considering polysubjective and integrated approaches

The systems approach presupposes a clear formulation of the problem, identification of means to solve it, and helps to improve the organization of research and analysis of systems and subsystems aimed at solving the problem under study. The implementation of a systems approach involves studying an object from the point of view of its internal and external system properties and connections, namely identifying:

- a) elements of the object being studied;
- b) components involved in achieving the main goal of its operation and development;
- c) external and internal system-forming factors;
- d) connections;
- e) object structure.

Therefore, the obligatory result of using a systematic approach is the description of the indicated characteristics of the phenomenon under study; in our study, the prevention of deviant behavior. A systematic approach in relation to the prevention of deviant behavior of adolescents in specialized boarding schools is manifested in its consideration as a system with integrity.

The personal-activity approach harmoniously combines the main provisions of the personality-oriented and activity-based approaches.

The personal approach in psychological science means recognition of the subjectivity and uniqueness of each student, creating conditions for the formation of a positive self-concept in each student and ensures staying in a position of cooperation, removing pedagogical pressure and coercion.

The activity approach makes it possible to consider the main components of the activities of the teacher and his student from a unified methodological position and thereby reveal the nature of their interaction; allows you to study the specific features of the activities of all participants in the pedagogical process through the projection of the general conceptual provisions of the theory of activity onto the pedagogical field;

obliges us to recognize specially selected activities as the most important factor in the development of a student's personality; defines the educational process as a continuous change of various types of activities; builds the pedagogical process in accordance with the components of human activity.

In general, the personal-activity approach assumes a focus on the development of the creative potential of the individual and allows taking into account the individual characteristics of each student through inclusion in reflective and creative activities, promoting self-realization and personal growth of students. From the perspective of this approach, personality and activity are in a close and indissoluble unity, but also have relative independence and irreducibility to each other.

The multi-subject approach presupposes the need to take into account the influence of all factors of social development (micro factors: family, peers, school; mesa factors, macro factors.

The multi-subject approach in our study allows us to take into account the characteristics of family upbringing of adolescents (family climate, traditions of family upbringing, etc.) when organizing preventive measures; study the sphere of influence of a teenager's social environment; when constructing a modeling of preventive measures, take into account and fully recognize all factors that influence the development of a teenager's personality.

An integrated approach that ensures the interconnection of all structural components of the pedagogical system in specialized boarding schools in relation to all links and participants in the educational process.

An integrated approach allows our study to consider the prevention of deviant behavior as an integral process, as a set of certain principles, attitudes, rules that reflect the specifics of understanding, analysis, and solving the problems of a deviant teenager, as a determination of the preventive position in relation to a deviant teenager.

The next step in building a structural-functional model for the prevention of deviant behavior of adolescents in additional education institutions is to identify the components of the object being studied and establish connections between them.

The structural components of our model, which, as mentioned earlier, reveal the internal organization of the prevention of deviant behavior of adolescents in institutions of additional

education and are responsible for the constant interaction between the elements of this process, include the following: target, content, procedural, evaluative-effective.

The target component is due to the fact that the conscious goal in the activities of teachers in organizing the prevention of deviant behavior of adolescents in institutions of additional education determines the choice of methods, actions and acts as a means of management, comparing the results of actions with the predicted outcome.

The main function of this component is goal-setting. The main goal is the prevention of deviant behavior of adolescents, which is aimed at preventing behavioral reactions and persistent forms of behavioral deviations, helping to eliminate situations that complicate their socialization in society as a whole.

The content component of the model reveals the essence of the phenomenon being studied - deviant behavior of adolescents; the main function of this component is informative.

The selection of the procedural component is caused by the definition of the object of our research and which takes into account the fact that the deviant behavior of a teenager cannot be prevented by violent influence, therefore it is necessary to ensure the possibility of an individual orientation of the process, taking into account factors that influence deviation from the norms and rules of behavior of adolescents. In this regard, the activities of teachers should be aimed at creating an environment conducive to the prevention of deviant behavior, the involvement of the individual in the active process of mastering the norms and rules of behavior, the manifestation and development of activity, readiness and desire for its implementation.

This environment is created through the development of strategies and tactics of pedagogical prevention through an adequate selection of methods, techniques and means of implementing this process.

The peculiarity of the procedural component is:

compliance of the means, forms and methods used with the developmental characteristics of adolescents;

optimization of the educational capabilities of all subjects of the pedagogical process;

stage-by-stage work with adolescents in the process of organizing pedagogical prevention;

introducing adolescents to universal human values and the social environment;

balancing the values of social behavior and correlating them with the capabilities of adolescents.

The main function of this component is formative.

The evaluative-effective component of the model for the prevention of deviant behavior of adolescents in institutions of additional education is to identify criteria and indicators of the effectiveness of activities.

Неотъемлемой в данном компоненте является своевременная и качественная диагностика результатов, определенность основных параметров, подбор адекватных диагностических методик, соотнесенность основных достижений в рамках подросткового периода.

The main function of this component is analytical.

The compositional integrity of theoretical and methodological approaches and components of the model of pedagogical prevention of deviant behavior of adolescents in institutions of additional education is ensured by compliance with principles that are conventionally divided into three groups, depending on the specifics of the organized process and the category of adolescents:

The first group of principles is the availability of different types of behavior and actions; consistency and concentricity in constructing the content of pedagogical prevention of deviant



behavior of adolescents; integration of different types of social activities; consistency, cultural conformity;

The second group of principles is subjectivity; dialogicality; activity and self-actualization; taking into account age and gender characteristics; individual comfort; recognition of the human essence in every teenager;

The third group of principles is psychological comfort; professional and pedagogical competence of teachers; objective certainty of the main parameters of pedagogical prevention; maximum consideration of all sociocultural influences.

Thus, it should be noted that when constructing a model for the prevention of deviant behavior of adolescents in institutions of additional education, we proceeded from the need for compositional integrity and the need to apply basic general scientific approaches, on the basis of which the goal, content and technology of organizing the prevention of deviant behavior of adolescents are determined: systemic, personal-activity, complex and multi-subjective.

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