

# Methods of Social Psychological Correction of Deviant Behavior in Hooking in Teenage Boys and Girls

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**Abstract:** this article highlights the characteristics of deviations of a destructive nature, which are found in the psychological behavior of young men and girls of teenage age in our society today, as well as theoretical characteristics of methods of psychological correction.

**Key words:** behavior, psychocorrection, destructive character, methods and means of Social Psychological correction.



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## INTRODUCTION

Today, in the process of socialization in our society, changes in the psychology of each individual in interpersonal relationships are observed, while the tendency to deviant behavior in the psychology of young men and girls of adolescent age, in particular, indicates a very poor high potentiality. We approach their psychology based on psychological theories of Correction and Prevention. Psychological correction, in a broad sense, is the activity in such a form and method of practical psychology that this activity will be aimed at correcting weaknesses in the psychological, mental and personal development of a person.

The purpose of psychological correction: to bring the psychic indicators of the individual to the norm, to create optimal [ optimal] conditions for a person to operate on the basis of the requirements of society without reaching the offensive level of mental disorders. Pedagogical-psychological correction conducted with adolescents, first of all, to achieve the formation of a psychological environment in the family that is optimal for the development of a teenage personality, to develop self-control skills in it, to chip the team based on mutual cooperation and respect, to create an opportunity for adolescents to find opportunities for self-expression, to attract, covers tasks such as the formation of motivation for the implementation of promising plans.

## THE MAIN PART IS THE STUDY AND METHODOLOGY OF LITERATURE.

In our social life ,in the family , in school, in the process of production, of course, in all, the individual acts, which is manifested by his behavior. There are some categories of adolescents whose behavior is a predisposition to destructive ya'ni deviant behavior, while with these specific psychological diagnostics and Correction are explained by the following.

- the impossibility of putting psychological support back;

Orientation towards the identification and correction of psychological Masters-leading to the formation of destructive behavior;

- it consists in the search and implementation of training, providing a level of socio-psychological flexibility, as well as serving the stability and personal rise of individ,in search of new ways to resolve interpersonal conflicts of various manifestations.

Psychological diagnostics and psychocorrection usually have three main functions.

- psychological support;
- psychological intervention;
- increase the level of socio-psychological adaptation.

There are several stages of psychological diagnosis and correction these are:

- establishing psychological communication;
- revealing a feeling that is a destructive danger;
- solving behavioral problems and mobilizing adaptive skills;
- to conclude a contract, according to desire.

The meaning of psychological correction, which is special, depends on what the psychologist "wants to fix". The following are the general principles of working with adolescents with destructive behavior:

- the tone of empathic, intensive-emotional goodwill from the first moment, the establishment of an informal attitude towards a teenager;
- allowing a teenager to get rid of desires, worries and fears;
- activation of capabilities;
- compliance with the requirement of anonymity.

The following are the main tasks of the first conversation process, which is carried out with adolescents. These are;

reducing emotional tension;

- “blocking”negative emotions;
- mobilizing a teenager to overcome difficult situations;
- the possibility of cases of psychological trauma [ injury] in this crisis process and preparation for an adequate response to them;
- to strengthen the motivation of the teenager to accept his next psychological help, focusing his attention from a problematic situation to his own internal problems.

The difficulty in this process is evident in the high motivation of the adolescent in the process of relatively short-term psychological diagnostics and Correction.

In adolescents with destructive behavior, often with reduced access to emotional communication, motivation will not have time to manifest at all. That is why the first meeting and conversation with a teenager determines the value of both sides, that is, the adolescent-psychologist diadic relationship. The teenager wants to get out of the crisis situation that has formed, but does not “want to accept”the help offered. Therefore, it is permissible to talk about the restoration and cooperation of optimal interaction with them, as well as the psychological description of the conversation aimed at determining the analysis of the situation. Conversations about adolescent behavior research should be structured on specific principles.

It should be noted that all directions of psychological methods used during the first conversation with adolescents should be aimed at creating the motivation for further changes in it.

## RESULTS AND DISCUSSION

When working with young men and girls of adolescent age, psychocorrectional work is carried out on them, primarily on the part of psychologist scientists who follow theoretical approaches. It is inextricably linked with psychological correction, psychological counseling (counseling), it is an independent branch of psychology. Namely, individual psychological counseling helps people with various life, personal and other problems of this type. Specially organized dialogue - during the conversation, the psychologist yorda-mida is able to mobilize all the forces that the person has can take. It is this additional psychological strength and ability that helps a person to get out of difficult problem situations. Counseling methods can be structured as follows:

1. Life skills, trainings;
2. Training of human interaction;
3. Problem solving and important decision-making training;
4. Rejuvenation and development of abilities;
5. Help his own development, work on himself.
6. increase the level of social flexibility

Trainings in this method are used in intra - group and family psychosocial, psychological therapy, through which methods the correction of the individual's xu - attitudes of inability to agree with others in a problem situation is introduced [ psychocorrection].

Psychological correction and development correction of deficiencies and solving deviations from the norm that occurred in the process of personality formation: creating conditions for the healthy psychological development of the individual. Goals and objectives of Correction: - correcting the process of psychological development, making changes to the negative thoughts, behavior of students;-correcting their mental retardation in order to develop the aspirations of the division - gan into the process of knowing the interest, activity of students; - correcting the inability of children and adolescents to adapt to social norms, values, their deviant behavior for reasons, consequences, environment, mctab life;-explaining to adolescents, their parents, teachers, educators the importance of psychological correction for the development of personality.

Psychological counseling is psychological assistance provided to adolescents, parents, guardians, teachers, and educators to address their problem situations. Training to be able to concentrate internal psychological queuing. Objective objectives of the tips: to answer the questions of parents depending on the age and Social Psychological specifics of children-their development - to overcome and correct the shortcomings of the vision; - teenage boys and girls are accompanied by adults, peers - to advise gan about their difficulties in interaction, bypassing personal, professional muam - MOS; - to change the way adolescents form their "I", look with self - esteem, work on themselves, make shortcomings in themselves in practice-to change the formation of dental skills.

Adolescents and adolescents with Deviant behavior are recommended to conduct individual correctional work with offenders in the following styles: .

1. The tool" psychotherapeutic window " - to conditionally develop self-understanding, providing an opportunity to see oneself from the outside;
2. The" alternative ways " tool is to show the right way to a teenager who has manifested the norms of improper morality;

3. "Instead of-place" means-in character, with the likes of emptiness in character, willpower and strong psychological strength, instead of - place replacement, the offer of replenishment is reduced;
4. The means of "absorption of positive social activity" - the influence of a psychologist on positive thinking-by changing a negative worldview;
5. The method of "generating spiritual immunity" is to cite model, ideal morality from school, examples in life, to generate immunity against the negative influence of some people;
6. The" instructions, rules " method – a means of family psychological therapy-defines the law-rule of the work of family members to do. The instructions should be different wax-kin: to do something, not to do something. This is the law-the rules are right and the law-the rules of the opposite view;
7. The means of "persuasion" – a human-psychologist or educator acting as an influence-is an Information tool that serves to better solve the problem, to the behavior of another influencing person, to his attitude towards himself, to his attitude towards others;
8. The tool of" correcting social norms "is the correction of a person's personally formed worldviews, in particular, their views on" reading, work – to - work"," self - to - self "" differences".

**The following works are recommended.**

1. Changing the behavior of deviant-minded adolescents is complex, they express different opposition to positive changes. Therefore, in order to re - educate a teenager with deviant behavior, it is very important to instill in them a feeling of wanting to change for the better.
2. Psychological tips, trainings are of great importance for arousing the feeling of wanting positive changes, riveting it. It is also not without benefit to turn directly to a teenager with the following questions: "What are the bad qualities of your behavior?", "Do you suffer from bad behavior yourself?", "Who did you hurt?", "Can you get rid of the flaws in your behavior yourself?", "Should you change your behavior?». And also about the deplorable consequences of deviant behavior, the GA - pirish is also dark. Encouraging a Deviant-minded teenager to confess about the bad consequences of his actions is also part of preventive work. If the teenager does not agree with this, the effect of the sad consequences of deviant behavior can be analyzed in the miso of people around him. A counseling psychologist teaches his client to openly confess in feelings of sin, shame, trouble, pain, pain, hatred, anger, helplessness, suffering.
3. Calling a teenager to describe situations in which the future is opposed by deviant behavior and without it is a psychological tool that gives a good result. For example, a psychologist should urge the client to see and hypothesize the sad consequences of alcohol when describing his future life. A psychologist [ psychologist] or psychotherapist teaches not only to think, but also to express and receive his own emotions. It benefits to be able to find ke - Rak phrases to describe one's future. If, when a teenager describes his future without deviant behavior, he shows positive emotions, then it is in accordance with the goal of establishing a program of measures to achieve such behavior. When mutual understanding is achieved, conducting psychotherapeutic procedures on the basis of agreement ensures that the adolescent is striving for the goal during the entire period of treatment. The agreement is concluded in the oral or written contract method - lib, in which the purpose, method, condition, duration of the activity, so - dek points of mutual interest are determined. The parties are all in charge of fulfilling the contract clause. The parties must have agreed on what to become if the terms of the contract are violated.

4. The development of the client's problem is the main priority. The client should try to answer the following questions with the help of a consultant. "What is his purpose in demonstrating bad behavior?" "What satisfaction does it generate?", "Deviant is free from behavior and what does he lose?». A teenager may find it difficult to answer these questions. Other methods of self-study can be used if a teenager resists open communication, the display of feelings inside. For example, these can be pictures on the topic "me and drugs", "life without drugs".
5. If the person persistently denies problems and does not want to change for the better, turn to those who are active - di. His family and the Reference Group [the people who influence him] should be partners in this. There are many, and exposure to it pays off. To do this, people who are dear to a teenager with deviant behavior gather. Those gathered prepare for the conversation separately. In this case, life examples are presented, which clearly demonstrate the limit of various norms - negative emotions. Their tragic ending is told. Before working with a teenager, the group that affects him receives a rehearsal. It is necessary to organize this process in such a way that representatives of a group with a reputation for all deviant-minded adolescents use statements of influence power and re-educate, without criticizing the teenager himself.
6. In some cases, the method of self-administration, even if the weight is heavy, can also give results. The meaning of the method is to make oneself responsible and responsible for the behavior of a teenager, the consequences of behavior. Also, stop all methods of influencing a teenager and completely turn away from its use. From these moments, it is also mum-kin that a person can self - epify ke - rak, if he disappears, even if he is sad, his family will give him up. When conducting this method of work, it is darcor who looks at the teenager with fullness.

They should be distrustful of what he has to say and not help. If he lives in the arms of the family, his demands should be fulfilled only by submission to family educators - agina. For example, if he continues to use his drugs, they must notify him of their refusal to satisfy their money and other exti - obligations for a certain period of time. A parent may refuse to give shelter to a drug addict teenager, even giving food as punishment. In some cases, teenage max - sus agrees to help.

## CONCLUSION

In place of the conclusion, we insist that, taking the above theoretical sources into account, the Prevention of deviations in the psychology of young men and girls of teenage age is manifested, first of all, that the family and its surrounding rasmian and informal groups also have the power of influence.

When working with adolescents with Deviant behavior, it is necessary to find out the reasons for the origin of adolescent behavior during correction. A specialist-psychologist offers his client the necessary methods and tools so that these tools bring positive changes. Of course, in order for a psychologist to work in collaboration with a teenager, the relationship between them should be based on honesty, response, responsibility, support, respect for each other.

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