

# FAMILY PROBLEMS AS A FACTOR OF ADOLESCENT DEVIANT BEHAVIOR

*Maftuna Karimova, base doctoral student  
Fergana State University, Uzbekistan, Fergana city*

**Abstract:** *Deviant behavior, understood as a deviation from social norms, is an urgent problem of sociology, pedagogy, psychology, medicine, and jurisprudence. The behavior of some children and adolescents attracts attention by violating norms, non-compliance with the advice and recommendations received, differs from behavior that fits into the regulatory requirements of the family, school and society. This behavior, characterized by deviation from accepted moral and, in some cases, legal norms, is called deviant. It includes anti-disciplinary, anti-social, delinquent illegal and aggressive (suicidal and self-harming) acts.*

**Keywords:** *adolescent youth, deviant behavior, upbringing, social protection, family, social worker, civil society.*

**INTRODUCTION:** The problem of juvenile delinquency is one of the central psychological and pedagogical problems. The great social significance of this problem is especially evident during the period of building a Democratic state based on a market economy. The difficult economic situation of the country, the collapse of the first worldview and the lack of formation of innovation, the lack of appropriate knowledge and skills to live and work in competitive and high – performance production-all this led our society to serious difficulties, internal conflicts. It was especially difficult for the younger generation during this period.

Bringing the new generation to adulthood, the formation of the personality of citizens who meet the requirements of society, who will help him to fulfill the tasks set before him, has been the highest goal of each system. The improvement of the system of gradual formation of human personality in our republic is another vivid evidence of our opinion. Now the times have changed, the times have changed, the political, economic, social status of our Republic has changed. We have taken the path of integration. In the process of complex political, economic relations, there was a need for members of society who could take an unbiased direction, think independently, react independently. In our republic, the process of forming the personality of citizens of a new society has begun, which can meet these requirements on a large scale.

## MATERIALS AND METHODS

The tendency to deviate from generally accepted rules of behavior has a long history, it appeared simultaneously with the birth of mankind. Society put certain obstacles in the way of people in the form of taboos that kept people from doing things that contradict people's ideas about the rules of behavior. Religion has been setting certain rules for a long time. Gradually, with the development of human society, more stable legal, moral and moral positions of people in relation to deviant behavior began to form.



***General principles of prevention and correction of deviant behavior in adolescents:***

- *Integrated and systematic approach to diagnostics, prevention and Correction;*
- *Taking into account the age and individual personality characteristics of a teenager and the peculiarities of the socio-pedagogical state of adolescent development;*
- *Professional competence and distribution of functions;*
- *To rely on the positive aspects in the personality of a teenager and direct his development to harmonize;*
- *Unity and complementarity of psychological and pedagogical methods;*
- *Differentiated approach.*

Deviant behavior can be caused by various deviations in the development of personality and its response, which is expressed in the reaction of children and adolescents to difficult life circumstances. It is on the verge of normality and disease and therefore should be evaluated not only by a teacher, but also by medical professionals. The possibility of behavioral abnormalities is also associated with the peculiarities of physical development, the conditions of upbringing and the social environment.

Another significant factor influencing the development of deviant behavior is parenting. The family is the first and main educational institution, the relationship with which a person experiences throughout his life. The foundations of human morality and morality are emerging in the family, norms of behavior are being formed, inner peace and individual personality qualities are manifested. The family promotes self-affirmation of a person, stimulates his social and creative activity. A family in which the structure is broken, internal boundaries are blurred, basic family functions are devalued or ignored, is called a dysfunctional family. Depending on the composition of the family, on the relationship in the family to family members and in general to the people around them, a person looks at the world positively or negatively, forms his views, builds his relationships with others, integrating into society. Therefore, the violation of family relations and deviations in upbringing negatively affect the development of the personality of minors.

**RESULTS**

Children in such families have low self-esteem, an inadequate idea of the importance of their own personality. Burdened by a dysfunctional family environment, they notice the hostility of others, grow up in fear and differ from other children in aggressiveness.

In the absence of normal relationships in the family, the practice of communication between children is violated. The communication of such children is superficial, formal and characterized by emotional poverty. Loss of emotionality in relation to adults and peers, unrealized need for love and recognition, rejection in the family inevitably lead to disorders of emotional development, and can negatively affect the future fate of the child, lead to mental traumatization of children, aggressiveness, imbalance in communication, an increase in the number of offenders, pedagogical neglect. Thus, the social disorder of parents leads to psychological stress, which in turn generates family conflicts, aggravation of not only marital, but also child-parent relations; limited or lack of necessary material resources does not allow to meet many urgent needs, negatively affecting the physical and mental health of adults and children, but also provokes family members to immoral and antisocial actions and deeds. Thus, the main feature of a dysfunctional family is a negative, destructive, desocializing



influence on the formation of a child's personality, which manifests itself in the form of various kinds of deviations.

The psychological health of children and adolescents is becoming an increasingly relevant topic today. The changes taking place in our society to help children and adolescents with deviant behavior, this group highlighted the problem of developing an effective system of measures for the prevention and rehabilitation of young people.

The development of personality in adolescence is characterized by an intensive process of socialization, the acquisition of various roles of adults. All these processes occur in conditions of rapid physiological and mental changes in the child's body and personality. The driving force for the development and formation of personality is the satisfaction of the basic needs of the individual (acceptance, awareness, self-awareness). Adolescents prone to deviant forms of behavior are no exception. They are distinguished not only by material and physiological needs, but also by spiritual ones: beauty, harmony, kindness, honesty, etc. The personality of a teenager is a constantly changing, open system that can change depending on social circumstances.

In modern scientific literature, there are many definitions and typologies of a dysfunctional family, so in different sources you can find such concepts as "destructive family", "dysfunctional family", "families at risk", "inharmonious family". As a rule, the problems faced by such families relate to the social, legal, material, medical, psychological, pedagogical and other aspects of her life.

## DISCUSSION

So, from the point of view of pedagogy, a dysfunctional family is a family with a low social status that cannot cope with its functions due to certain life circumstances. In such families, the upbringing of a child proceeds with significant difficulties[1].

From the point of view of T.I. Shulga, a dysfunctional family is understood as a family in which a child is experiencing trouble (from the word "good"), where there is no benefit for the child. At the same time, the type of family (problematic, dysfunctional, etc.) does not matter. It can be a family in which either both parents, or one parent, and an economically wealthy family, and economically insolvent, etc. The main characteristic of a dysfunctional family is the lack of love for the child, caring for him, meeting his needs, protecting his rights and legitimate interests. Such families can be classified as families of the "risk group", in which there is a violation of relationships that complicates the normal mental development of family members. A "risk group" family is a dysfunctional family in which there are two types of risk. The first type of risk is associated with danger to society. Such a family poses a danger to society with its values, norms, rules, and a special direction of parenting, most often antisocial. The second type of risk is associated with difficulties in socializing family members, especially children who cannot develop normally, since there are no conditions in the family for the normal mental and physical development of the child[2].

### **Dysfunctional families can be divided into two large groups:**

#### *1. Families with an explicit (open) form of disadvantage:*

- conflict families;
- problem families;
- antisocial families;
- immoral and criminal families;



- families with a lack of educational resources (single-parent families).

2. *Families with a hidden form of disadvantage (internally dysfunctional)*: outwardly respectable families, but in them the values and behavior of parents differ from universal moral requirements, which affects the upbringing of children.

Families with an open form of distress: forms of family distress have a pronounced character, manifest themselves simultaneously in several spheres of family life (for example, at the social and material level); manifest themselves in an unfavorable psychological climate in the family, the child experiences physical and emotional rejection from the parents, he has a feeling of inadequacy, shame for himself and his parents before others, fear for their present and future.

Thus, G.M.Minkovsky identifies ten types of families with different educational potential: educationally strong, the main characteristic of which is the high moral atmosphere of the family; educationally stable - this type of family creates generally favorable opportunities for education, and minor contradictions and shortcomings arising in the family are overcome with the help of other institutions of socialization, primarily educational institutions; educationally unstable – this type of family creates generally favorable opportunities, is characterized by an incorrect pedagogical position of parents, which is compensated by high educational potential; educationally weak with the loss of social contact (family) with children and control over them. Such families include those in which parents themselves cannot raise children for certain reasons, peers take on this role; educationally weak with a constant conflict atmosphere; marginal families with alcohol and sexual degradation; delinquent; criminal; mentally burdened (that is, having members with mental illnesses in their composition)[3].

B.N.Almazov identifies 4 types of dysfunctional families that contribute to the emergence of "difficult" children:

1) *Families with a lack of educational resources*. These include broken or incomplete families; a family with an insufficiently high general level of development of parents who are unable to help children in their studies; a family where a teenager spends a lot of time and effort to maintain her material well-being. These families by themselves do not form "difficult" children, there are many cases when morally perfect people grew up in such families. But still, these families create an unfavorable background for the upbringing of young people.

2) *Conflict families*: a) where parents do not seek to correct their character flaws; b) where one parent is intolerant of the other's behavior. In such families, children often behave oppositionally, sometimes in conflict and demonstratively. The older ones protest against the existing conflict and side with one of the parents.

3) *Morally dysfunctional families*. Among the members of such a family, there are differences in the worldview and principles of family organization, the desire to achieve their goals to the detriment of the interests of others, the use of someone else's labor, the desire to subordinate another to their will, etc.

4) *Pedagogically incompetent families*: in them, far-fetched or outdated ideas about the child replace the real picture of his development [4].

The analysis of the problem of aggressive behavior of adolescents in such conditions is especially relevant, which has shown that there are fundamentally different theoretical approaches that



seriously hinder the understanding of the real causes of aggressive behavior of growing people and the development of effective tools. prevention and leveling it, i.e. Problems of pedagogical correction of aggressive behavior in adolescents. Aggressiveness is formed mainly in the process of early socialization in childhood and adolescence, and it is this age that is most favorable for prevention and Correction.

## CONCLUSION

Summarizing the above, I would like to note that at present there is an increasing need for effective and rational management of crime prevention as a comprehensive measure. Of course, the most favorable environment for the normal formation of a child is the family, therefore, along with providing direct assistance to children themselves, it is necessary to carry out preventive work directly with disadvantaged families.

## REFERENCES:

1. Социальная педагогика: Курс лекций / Под общей ред. М.А. Галагузовой. – М.: 2000.
2. Шульга Т. И. Работа с неблагополучной семьей : учеб. пособие /Т. И. Шульга. — М.: Дрофа, 2005.
3. Миньковский Г.М., Тузов А.П. Профилактика правонарушений среди несовершеннолетних. Киев, 1987. С. 82.
4. Антонов А.И. Возродить семейную жизнь // Социологические исследования. - 1992. - № 10. - С.96-100.
5. Karimova, G. Y. (2023). THE IMPORTANCE OF THE FORMATION OF CIVIC ENGAGEMENT AND SOCIAL ACTIVITY AMONG YOUNG PEOPLE. *Gospodarka i Innowacje.*, 41, 563-570.
6. Karimov, U. U. (2021). Scientific and Theoretical Foundations of the Formation of the Social Environment in the Family. *Oriental Journal of Social Sciences*, 37-40.
7. Rasulova, A., & Karimov, U. (2022). Socio-Pedagogical aspects of the formation of reading culture and skills. *Asian Journal of Multidimensional Research*, 11(4), 114-118.
8. Maxpuzakhon, A. (2022). Methods of Using Modern Pedagogical Technologies in Organizing Fine Arts Lessons. *American Journal of Social and Humanitarian Research*, 3(11), 268-271.
9. Ahmedbekova, M. (2022). THE IMPORTANCE AND SIGNIFICANCE OF THE DEVELOPED ARTISTIC AND AESTHETIC CREATIVITY OF THE YOUNG GENERATION AND FINE ARTS IN SOCIETY. *Science and Innovation*, 1(8), 112-119.
10. Kaxharovna, A. M., & Qizi, D. M. Y. (2022). EFFECTIVE ORGANIZATION OF CLASSROOM ACTIVITIES IN GENERAL SECONDARY SCHOOLS. *International Journal of Early Childhood Special Education*, 14(6).
11. Ахмедбекова, М. (2023). ОЙЛА ТАРБИЯСИ ВА УНИНГ ПЕДАГОГИК ХУСУСИЯТЛАРИ. *Research Focus*, 2(3), 164-168.
12. Zoirjon, A. (2023). Important aspects of ensuring the effectiveness of training in primary education. *Asian Journal Of Multidimensional Research*, 12(6), 67-73.



13. Aripov, Z. (2023). MODERN REQUIREMENTS FOR THE PROFESSIONAL DEVELOPMENT OF A TEACHER. *Theoretical aspects in the formation of pedagogical sciences*, 2(7), 175-178.
14. Karimov, U., Karimova, G., & Makhamadaliev, L. (2022). The role and significance of spiritual values in youth education. *Asian Journal of Research in Social Sciences and Humanities*, 12(2), 181-185.
15. Abdurakhmonova, M., Karimova, G., & Karimova, M. (2021). Role of ethical culture in preventing violence among pupils. *Интернаука*, (11-2), 50-51.
16. Шарипова, К. (2023). СЕМЬЯ, МАХАЛЛЯ, ШКОЛЬНОЕ СОТРУДНИЧЕСТВО В ВОСПИТАНИИ ДЕТЕЙ. *INNOVATIVE ACHIEVEMENTS IN SCIENCE 2022*, 2(18), 53-57.
17. Abdurakhmonova, M., & Sharipova, K. (2022). SOCIAL WORK CARRIED OUT IN SECONDARY SCHOOLS WITH STUDENTS LEFT ORPHANS AND WITHOUT PARENTAL CARE. *Oriental Journal of Social Sciences*, 2(02), 52-63.
18. Абдурахмонова, М. М., & Тургунбоев, А. Ф. (2022). БОШЛАНҒИЧ ТАЪЛИМ–ЖАМИЯТ ХАЁТИНИНГ БОШ БЎҒИНИ СИФАТИДА. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(11), 704-709.
19. Абдурахмонова, М. М., & Турғунбоев, А. Ф. (2022). ЖАМОАТЧИЛИК ФИКРИНИНГ КЕЛИБ ЧИҚИШ ОМИЛЛАРИ, ШАКЛЛАРИ ВА ФАОЛИЯТ ЙЎНАЛИШЛАРИ. *Research Focus*, 1(1), 324-326.
20. Khomidovich, B. A. (2023). DEVELOPMENT OF PRIVATE PROPERTY AND BUSINESS. *World Bulletin of Management and Law*, 18, 105-107.

