

### The Need for Psychological Service for Families with a Deviant Behavior

F. A. Akramova

Doctor of psychology, associate professor, Tashkent State, Pedagogical University named after Nizami

#### Article Information

**Received:** February 06, 2023

**Accepted:** March 07, 2023

**Published:** April 08, 2023

**Keywords:** family, social environment, educational function of the family, socio-psychological factor, child-parent relationship, behavior, deviant behavior, internal conflicts, psycho-correctional work.

#### ABSTRACT

*This article reveals the external socio-psychological factors that determine the formation of deviant behavior of minors, among which the family is the main one. Conducting psychological service to the family in the form of correctional work should be carried out taking into account the characteristics of families and interpersonal relationships in the family.*

Family - is the primary social environment of the child, where he gets the first social experience. The family is an institution of socialization and adaptation of children to society. It forms the norms of relationships and behavior in society, which gradually become an internal need for the child and influence his way of life. It is the family that demonstrates to the child different ways of life, forms a certain worldview in him, and lays the foundation for self-development [1].

Since the social situation and behavior patterns are changing in modern society, parents are often unable to provide assistance and support to children and successfully fulfill the duties of raising and supporting children. In such circumstances, children are faced with the need to find alternative ways of integrating into society (the choice between self-realization through work and self-affirmation within the youth subculture, etc.), which is often associated with delinquency, loss of life orientations and the formation of antisocial behavior [6].

Therefore, among the most important tasks of the family is the fulfillment by parents of the functions of an educator. The educational function of the family has three aspects: the formation of the child's personality, the development of his abilities and interests; the systematic educational impact of the family team on each of its members throughout his life; the constant influence of children on parents (and other adult family members), which encourages them to actively engage in self-education [5].

If the family pays sufficient attention to the performance of these functions, then this significantly enhances its educational potential, if one of the family functions is violated, then the family is at risk.

Families with low educational potential, in which parent-child relationships are violated, ties with society, the educational structure is distorted, which results in the risk of child neglect and homelessness, social orphanhood, deviant behavior and maladjustment of children and adolescents.

Considering the process of deviance, or deviant behavior, it is advisable to discuss the very concept of "behavior". Behavior is the process of interaction of a person with the environment, mediated by internal activity and individual characteristics, manifested mainly in external actions.

The concept of "deviant behavior" means that the behavior of a person (minor, adult) deviates from generally accepted social norms and characterizes him in terms of non-compliance or violation of these norms. Deviant behavior among minors most often manifests itself in the form of offenses, crimes and other negative forms of behavior.

The nature of disagreement, disobedience to recognized moral, ethical social norms and values, expressed by deviant behavior in the scientific literature, is represented by different theories, namely, it is most reflected in the theories of behaviorism (behavioral psychology), which consider human behavior as a learning process in various social environments, including the family [2].

The family, being a small social institution, is a source of primary/basic competencies and gender-role models for a child, allowing him, as an adult, to identify himself as a man and a woman, as a member of society, as a citizen of a certain state. Other environments where deviant behavior is enriched with forms of antisocial behavior are the school, reference groups (friends, communities) and youth subculture.

The process of formation of the personality of a teenager is influenced by psychological and socio-psychological factors typical for a given age, which have an impact on his mental and personal development, can become the causes of deviant behavior.

Internal psychological factors that determine the deviant behavior of minors are:

selfish needs, inclinations, inclinations; asocial interests, motives, attitudes, ideals, beliefs;

features of the "I-concept";

insufficient self-reflection; discrepancy between "I am ideal" and "I am real");

too high or low level of claims;

typical reactions of imitation, self-affirmation, grouping;

strange hobbies and hobbies;

neurotic disorders (neuroses), character accentuations, psychopathic personality traits.

External socio-psychological factors that determine the formation of deviant behavior of minors:

interpersonal conflict relations of adolescents with adults and peers (in the family, school, at the place of residence);

inclusion and participation of adolescents in street and other informal groups, pressure from the leaders of these groups;

the relationship of adolescents with adults acting as instigators (previously convicted) to commit offenses, crimes;

as well as with persons who involve minors in the regular consumption of alcohol and drugs;

shortcomings of individual (in the family) and group education (at school) of minors;

lack of knowledge or lack of awareness by educators (parents, teachers) of typical age and socio-

psychological characteristics of adolescents.

These factors are the most studied in studies on the problems of deviant behavior, the psychology of delinquency and addictive behavior of adolescents.

A scientific study of the various causes of deviant behavior of minors shows that the acting socio-psychological factors are also:

non-acceptance and rejection by adolescents of a system of moral and behavioral values;

in other words, the so-called conflict of "fathers and sons";

lack of constructive communication skills;

the desire to enter the reference group, accepting its norms, rules of behavior and communication;

influence of motivation of behavior, weakness of protective mechanisms of opposition to various temptations.

Based on this, the organization and implementation of preventive, educational and corrective work with minors require the solution of both organizational and scientific and methodological issues in the field of education, psychological assistance, crime prevention and prevention of deviant behavior among minors.

The initial form of correctional work should be aimed at correcting the attitude of a teenager to his "I" (to himself). Its results are: a change in attitude towards oneself; rehabilitation of "I" in one's own eyes; increased self-esteem; achieving self-confidence. In the course of work with a teenager, his personal problems are discussed, causing an internal conflict and ideas related to his "I - concept" ideas: about himself, his abilities and shortcomings (statements like "I can't", "I don't know", "I'm not sure", "I'm weak").

Through conversation, suggestion and emotional support, the psychologist reorients the teenager in relation to his "I", and also uses the method of "persuasive influence". Thus, it is possible to achieve the elimination of internal conflict in a teenager.

The next form of correctional work is the correction of the adolescent's attitude towards others (parents, peers, teachers).

As a result, there will be a change in the adolescent's own negative attitude towards other people and the development of the ability to understand the experiences, states and interests of others [4].

Through conversations, consideration of different behavioral alternatives and correction of social attitudes, the psychologist forms in the adolescent a new vision of others, interpersonal relationships with them.

Other forms of individual correctional work with adolescents who have an internal conflict are three fundamentally different positions of a psychologist, which determine the following methods of correction:

- 1) "do as I do" - the psychologist shows the teenager an effective way, for example, introspection or communication with other people, teaches him how to do it, while he takes responsibility;
- 2) "let's do it together" - a psychologist and a teenager actively interact with each other in order to find and implement rational ways of self-analysis, development of communication skills and socially approved behavior by a teenager; in this case, the responsibility is shared between the psychologist and the adolescent;
- 3) "let's think about how to do better" - the psychologist gives the teenager the opportunity to

think and realize the individual characteristics of his "I", as well as the internal conflict, while he expands the teenager's possibilities in choosing a method: "how can he do something better himself »; responsibility rests with the adolescent.

The expediency of each position is determined by the specific tasks of correcting the personality, orientation and behavior of adolescents with internal or external conflict.

A more in-depth form of corrective work with a teenager is a correction of attitudes towards oneself, real life, events and situations in the surrounding social environment. Such work carried out by a psychologist is effective in a group of identical, i.e. the same difficult teenagers. In the conditions of communication in a group, adolescents see themselves in interaction with others and in the "mirror" of the attitudes, actions and opinions of others. They acquire the skills of choice and independent decision-making, mobilization of internal forces, resistance to negative life reality, failures, threats.

In a group discussion with adolescents of their personal and life problems, such problems are identified that are rationally resolved, taking into account the opinions and assessments of other people. In order to eliminate internal conflicts, as well as violations of the behavior of adolescents, it is advisable to apply the method of group psychological training.

Various types and programs of group trainings are contained in the psychological literature. However, their competent use should be carried out by a professional psychologist who has undergone special training (courses, trainings, seminars).

Based on the foregoing, we can conclude that the deviant behavior of a teenager or minors arises due to an unhealthy psychological climate in the family. Organization and implementation of corrective work, psychological service to the family contributes to the resolution of conflicts in the family and the normalization of healthy interpersonal relationships and give a stable positive result for the benefit of the child and his family.

Thus, the family should become a source of overcoming personal and behavioral problems, it is in it that it is necessary to stimulate the process of personality actualization, creating special conditions. Parents should remember that they are the very first teachers of their children. And every child has the right to live in a harmonious complete family.

### **Literature:**

1. Akramova F.A. Uzbekistonda oilaviy psixologist hizmatning ijtimoiy-psixologist muammolari. Monograph. –T.: “Lesson-press” nashriyoti, 2021. - 178 b.
2. Badonov A. M. Problems of identifying abuse in a family // Bulletin of the Buryat University. Ser. Psychology. Social work. 2012. Issue. 5. S. 196-200.
3. Druzhinina V.N. Family psychology. - 3rd ed. - St. Petersburg: Piter, 2006. 176 p.
4. Karabanova O.A. Psychology of family relations and the basics of family counseling. - M.: Gardariki, 2008. - 320 p.
5. Ovcharova R.V. Psychological support of parenthood. - M .: Publishing House of the Institute of Psychotherapy, 2003.
6. Psychology of family relations: lecture notes // Comp. S.A. Velikova. – M.: AST; - St. Petersburg: Owl, 2005. - 127 p.