THE IMPORTANCE OF EDUCATION IN PREVENTING DEVIANT BEHAVIOR AMONG YOUTH

Termez State Pedagogical Institute
Faculty of Pedagogy and Social Sciences
Pedagogy 1st year student
Tursunova Asalkhon Ikromjonovna
+998933030119
tursunovaasal44@gmail.com

Annotatsiya: *Ushbu maqolada yoshlar o‘rtasida deviant xulq-atvorni oldini olishda tarbiyaning o‘rni va ahamiyati ilmiy jihatdan tahlil qilinadi. Deviant xulq-atvorning kelib chiqish sabablari, ijtimoiy, psixologik va pedagogik omillari keng yoritiladi. Shuningdek, tarbiyaviy faoliyat orqali yoshlarning ijtimoiy moslashuvi, axloqiy qadriyatlari va ijobiy xulq-atvorini shakllantirish masalalari ko‘rib chiqiladi. Maqolada maktab, oila va jamiyat hamkorligida deviant xatti-harakatlarning oldini olishning samarali yo‘llari ham tahlil etiladi.*

Kalit so‘zlar: *deviant xulq-atvor, yoshlar tarbiyasi, ijtimoiy muhit, profilaktika, pedagogik yondashuv, psixologik omillar, axloqiy qadriyatlar, oila va maktab hamkorligi, ijtimoiy moslashuv, tarbiyaviy faoliyat.*

Abstract: *This article examines the importance of upbringing in preventing deviant behavior among youth from a scientific perspective. It analyzes the causes of deviant behavior, including social, psychological, and pedagogical factors. The study also highlights the role of upbringing activities in promoting social adaptation, moral values, and positive behavior among young people. Furthermore, effective strategies for preventing deviant behavior through the cooperation of schools, families, and society are discussed.*

Keywords: *deviant behavior, youth education, social environment, prevention, pedagogical approach, psychological factors, moral values, family and school cooperation, social adaptation, educational activities.*

Introduction

In the conditions of rapid globalization, digital transformation, and increasing social complexity, the issue of preventing deviant behavior among youth has become one of the most urgent challenges facing modern education systems. Deviant behavior, which includes actions that violate social, moral, and legal norms, poses a serious threat not only to the individual development of young people but also to the stability and well-being of society as a whole. In this regard, the role of upbringing (tarbiya) as a purposeful and systematic pedagogical process becomes especially significant in shaping socially acceptable behavior, moral responsibility, and lawful conduct among youth. The importance of preventing deviant behavior through effective upbringing is strongly emphasized in the legal and policy framework of the Republic of Uzbekistan. The Law of the Republic of Uzbekistan “On Education” (2020) establishes the fundamental principles of education, including the priority of humanistic values, the development of a harmoniously developed personality, and the integration of education with upbringing. This law highlights that education is not limited to academic instruction but also includes the formation of moral qualities, civic responsibility, and respect for social norms. Such objectives directly relate to the prevention of deviant behavior, as they aim to cultivate individuals who are capable of making conscious and socially responsible decisions.

Furthermore, the Presidential Decree of the Republic of Uzbekistan No. PF-6108 “On the Development Strategy of New Uzbekistan for 2022–2026” identifies the upbringing of a spiritually mature, intellectually developed, and socially active generation as one of the key priorities of state policy. Within

this strategic framework, particular attention is given to strengthening the system of spiritual and moral education, preventing juvenile delinquency, and promoting healthy lifestyles among youth. The decree underscores the necessity of implementing modern pedagogical approaches and innovative upbringing methods to address emerging social challenges, including deviant behavior. In addition, the Law of the Republic of Uzbekistan "On the Prevention of Offenses" and the Law "On the Prevention of Neglect and Juvenile Delinquency" provide a comprehensive legal basis for addressing deviant behavior among minors. These legal documents emphasize the importance of early prevention, social support, and the involvement of educational institutions, families, and community organizations in upbringing work. They highlight that preventive measures should not be limited to punitive actions but must include educational, psychological, and social interventions aimed at addressing the root causes of deviant behavior. In this context, upbringing serves as a key mechanism for influencing the attitudes, values, and behavior of young people in a positive and constructive manner. Moreover, the Resolution of the Cabinet of Ministers on improving the system of spiritual and moral education among youth further reinforces the role of upbringing activities in shaping ethical behavior and preventing social deviations. This document calls for the development of comprehensive programs aimed at fostering patriotism, respect for national and universal values, and a sense of responsibility among youth. It also emphasizes the need for close cooperation between educational institutions, families, and local communities in organizing effective upbringing work. Such cooperation is essential for creating a supportive environment that reduces the risk of deviant behavior and promotes positive socialization. From a scientific perspective, deviant behavior among youth is a complex and multifaceted phenomenon influenced by various factors, including family environment, peer influence, socio-economic conditions, psychological characteristics, and exposure to negative

information, particularly through digital media. The rapid expansion of the internet and social networks has introduced new forms of deviance, such as cyberbullying, internet addiction, and exposure to harmful content, which further complicates the task of prevention. Therefore, traditional upbringing methods must be re-evaluated and adapted to contemporary realities, incorporating innovative approaches and technologies. The theoretical foundations of preventing deviant behavior through upbringing are rooted in various педагогical and psychological theories. Social learning theory, developed by Albert Bandura, emphasizes the role of observation and imitation in the formation of behavior, suggesting that positive role models and upbringing influences can significantly reduce the likelihood of deviant actions. Similarly, the ecological systems theory of Urie Bronfenbrenner highlights the importance of multiple environmental factors, including family, school, and community, in shaping a child's behavior. These theories underscore the need for a holistic and integrated approach to upbringing work, where all stakeholders collaborate to create a positive developmental environment for In practical terms, the prevention of deviant behavior through upbringing involves the implementation of targeted педагогical strategies aimed at developing moral consciousness, legal awareness, emotional intelligence, and social skills among students. This includes organizing educational programs, discussions, тренинги, and extracurricular activities that promote positive values and behaviors. Special attention must be given to at-risk youth, who may require individualized support and intervention. In this regard, differentiated and student-centered approaches play a crucial role in addressing the specific needs and challenges faced by different groups of learners.

At the same time, it is important to recognize that the effectiveness of upbringing activities in preventing deviant behavior depends largely on the professional competence of educators. Teachers must possess not only subject knowledge but also skills in педагогical diagnostics, communication, conflict

resolution, and psychological support. Continuous professional development and methodological support are therefore essential for equipping educators with the necessary tools to address the complex issue of deviant behavior. In conclusion, the prevention of deviant behavior among youth through effective upbringing is both a педагогical necessity and a social imperative. Supported by a strong legal framework and grounded in scientific theory, upbringing activities play a central role in shaping responsible, morally conscious, and socially integrated individuals. This article aims to explore the theoretical foundations, practical strategies, and pedagogical possibilities of using upbringing as a means of preventing deviant behavior among youth, with a focus on enhancing the overall effectiveness of the educational process in modern society.

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The prevention of deviant behavior among youth through effective upbringing (tarbiya) represents a complex, multidimensional, and continuously evolving pedagogical process that requires the integration of social, psychological, and educational approaches. In modern society, where young people are exposed to a wide range of influences—both constructive and destructive—the role of upbringing becomes critically important in guiding their behavior, shaping their values, and ensuring their successful socialization. Deviant behavior among youth, which may manifest in forms such as aggression, delinquency, substance abuse, violation of social norms, and digital misconduct, is not an isolated phenomenon but rather the result of the interaction of various internal and external factors. Therefore, its prevention demands a systematic and scientifically grounded upbringing strategy. One of the fundamental aspects of preventing deviant behavior is the formation of a stable system of moral and ethical values in young individuals. Upbringing serves as the primary mechanism through which such values are transmitted, internalized, and transformed into behavioral norms. In this process, educators

and parents play a decisive role as carriers of social experience and moral standards. Through consistent upbringing influence, young people develop an understanding of acceptable and unacceptable behavior, as well as the ability to regulate their actions in accordance with societal expectations. The effectiveness of this process largely depends on the coherence and consistency of upbringing efforts across different social institutions, including the family, school, and community. The family environment is widely recognized as the initial and most influential factor in the development of a child's behavior. Dysfunctional family conditions, lack of parental attention, inconsistent discipline, and negative role models often contribute to the emergence of deviant tendencies among youth. In contrast, a supportive and emotionally stable family environment fosters the development of trust, self-esteem, and positive behavioral patterns. Therefore, preventive upbringing work must include active engagement with families, providing them with pedagogical and psychological support, and enhancing their upbringing competence. Parenting education programs, family counseling, and community-based initiatives can significantly strengthen the role of the family in preventing deviant behavior. In addition to the family, the educational institution serves as a key environment for the implementation of preventive upbringing activities. Schools are not only centers of academic learning but also important social institutions responsible for the moral and social development of students. Within the school setting, educators have the opportunity to systematically influence students' behavior through structured upbringing programs, classroom management strategies, and extracurricular activities. The integration of preventive education into the curriculum, including topics such as legal awareness, ethical reasoning, conflict resolution, and healthy lifestyles, is essential for equipping students with the knowledge and skills necessary to resist negative influences. A particularly important role in preventing deviant behavior is played by the development of students' social and emotional competencies. Many forms of deviant behavior

are associated with deficiencies in emotional regulation, empathy, communication skills, and the ability to cope with stress. Through targeted upbringing interventions, educators can help students develop these competencies, thereby reducing the likelihood of negative behavior. For example, training programs focused on emotional intelligence, peer mediation, and cooperative learning can enhance students' interpersonal skills and promote a positive social climate within the school. Such approaches not only prevent deviance but also contribute to the overall well-being and psychological health of students. Peer influence is another critical factor in the formation of youth behavior. Adolescents, in particular, are highly sensitive to the opinions and actions of their peers, which can either reinforce positive behavior or encourage deviance. In this context, upbringing activities should aim to create positive peer environments where constructive values and behaviors are promoted. This can be achieved through the organization of group activities, leadership programs, and student self-government initiatives that encourage responsibility, cooperation, and mutual support. By involving students in meaningful social activities, educators can redirect peer influence in a positive direction and reduce the risk of deviant behavior. The rapid development of digital technologies and the widespread use of the internet have introduced new challenges in the prevention of deviant behavior. Cyberbullying, online addiction, exposure to harmful content, and participation in virtual subcultures are among the emerging forms of deviance that require special attention. In this regard, upbringing must adapt to the digital context by incorporating elements of media literacy, digital ethics, and online safety into upbringing programs. Educators should guide students in developing critical thinking skills, responsible online behavior, and the ability to navigate digital environments safely. Collaboration with parents is also essential in monitoring and regulating students' online activities.

Another important dimension of preventive upbringing work is the application of differentiated and individualized approaches. Not all students are equally susceptible to deviant behavior, and risk factors may vary significantly depending on individual characteristics, socio-economic conditions, and life experiences. Therefore, effective prevention requires the identification of at-risk students and the provision of targeted support tailored to their specific needs. This may include individual counseling, mentoring, психологік support, and the development of personalized upbringing plans. By addressing the root causes of deviant behavior at an early stage, educators can prevent its escalation and promote positive developmental trajectories. The role of extracurricular activities in preventing deviant behavior should not be underestimated. Participation in sports, arts, cultural events, and community service provides young people with constructive outlets for their energy and creativity, reducing the likelihood of engaging in negative behavior. Such activities also foster a sense of belonging, achievement, and self-worth, which are important protective factors against deviance. Moreover, they create opportunities for positive interaction with peers and adults, strengthening social bonds and reinforcing pro-social values. The effectiveness of upbringing activities in preventing deviant behavior also depends on the use of modern pedagogical methods and technologies. Interactive teaching methods, project-based learning, and experiential education can make preventive programs more engaging and impactful. The use of digital tools for monitoring student behavior, conducting surveys, and providing feedback can enhance the efficiency of preventive efforts. However, the successful implementation of these methods requires adequate resources, teacher training, and institutional support. Despite the availability of various strategies and approaches, the prevention of deviant behavior remains a challenging task. Factors such as socio-economic inequality, cultural changes, and the influence of mass media continue to pose significant obstacles. Therefore, preventive upbringing work

must be continuous, comprehensive, and adaptable to changing conditions. It should involve not only educators and families but also psychologists, social workers, law enforcement agencies, and community organizations. Such a multidisciplinary approach ensures that all aspects of the problem are addressed and that young people receive the support they need at different levels. In essence, the prevention of deviant behavior among youth through upbringing is a dynamic and holistic process that requires the integration of various pedagogical, psychological, and social components. By focusing on value formation, emotional development, social skills, family involvement, and the effective use of modern technologies, upbringing activities can significantly reduce the risk of deviance and promote the development of responsible, ethical, and socially active individuals. The continuous improvement of preventive strategies and the strengthening of cooperation among all stakeholders remain key priorities in addressing this important issue in modern education.

Further deepening the analysis of preventing deviant behavior among youth through upbringing (tarbiya), it is essential to consider the role of early prevention and timely intervention as key components of an effective pedagogical strategy. Deviant behavior does not emerge suddenly; rather, it develops gradually through a combination of unfavorable conditions, unmet psychological needs, and negative social influences. Therefore, one of the most important tasks of upbringing activity is the early identification of risk factors and the implementation of preventive measures before deviant tendencies become firmly established. Early диагностика of behavioral changes, emotional instability, academic decline, or social withdrawal allows educators and psychologists to intervene at the initial stages, thereby significantly increasing the chances of successful correction and rehabilitation. In this regard, the concept of a preventive pedagogical environment becomes particularly relevant. Such an environment is characterized by a system of

conditions within the educational institution that actively promotes positive behavior and minimizes the risk of deviance. This includes the establishment of clear behavioral norms, a supportive psychological climate, respectful teacher-student relationships, and the consistent application of upbringing principles. A preventive environment is not based on control and punishment but on trust, cooperation, and mutual understanding. When students feel safe, valued, and respected, they are less likely to engage in deviant behavior and more likely to develop a sense of responsibility and self-discipline. An equally important aspect is the development of legal consciousness and civic responsibility among youth. Many forms of deviant behavior are associated with a lack of understanding of legal norms and the consequences of violating them. Through upbringing activities, educators can raise students' awareness of their rights and responsibilities, the importance of law-abiding behavior, and the impact of their actions on society. This can be achieved through discussions, case studies, meetings with law enforcement representatives, and participation in civic initiatives. By fostering a sense of justice and accountability, upbringing contributes to the prevention of delinquency and the formation of socially responsible citizens. The integration of psychological support services into the educational process is another crucial factor in preventing deviant behavior. School psychologists play a vital role in diagnosing emotional and behavioral problems, providing counseling, and supporting both students and teachers in addressing complex situations. Psychological interventions such as individual counseling, group therapy, stress management training, and conflict resolution programs can help students cope with personal difficulties and reduce the likelihood of deviant behavior. Collaboration between teachers and psychologists ensures a comprehensive approach to upbringing work, where both educational and emotional needs of students are addressed. Moreover, the importance of fostering resilience among youth should be highlighted as a protective factor against deviant behavior. Resilience refers to the ability of

individuals to cope with adversity, overcome challenges, and adapt to changing circumstances. Through upbringing activities, educators can help students develop resilience by strengthening their self-confidence, problem-solving skills, and emotional stability. Encouraging a positive self-image, setting achievable goals, and recognizing students' achievements contribute to the development of resilience. As a result, young people become more capable of resisting negative influences and making constructive life choices. Another перспективal direction in preventive upbringing is the use of restorative practices as an alternative to traditional disciplinary measures. Instead of focusing solely on punishment, restorative approaches aim to repair harm, restore relationships, and reintegrate individuals into the social community. This includes practices such as mediation, dialogue circles, and conflict resolution sessions, where students are encouraged to reflect on their behavior, understand its consequences, and take responsibility for their actions. Such approaches not only address the immediate problem but also contribute to the development of empathy, accountability, and social awareness. The role of socio-economic factors in the emergence of deviant behavior cannot be overlooked. Poverty, unemployment, lack of access to quality education, and social inequality create conditions that increase the risk of deviance among youth. In such contexts, upbringing activities must be complemented by social support measures aimed at improving students' living conditions and providing equal opportunities for development. Schools can collaborate with social services, non-governmental organizations, and local authorities to support disadvantaged students through scholarships, counseling, and community programs. Addressing socio-economic challenges is essential for ensuring the long-term effectiveness of preventive efforts. In addition, the influence of mass media and popular culture on youth behavior requires careful consideration. Media content often shapes young people's attitudes, values, and behavioral patterns, sometimes promoting aggression, materialism, or other forms of

deviance. Therefore, media education should be an integral part of upbringing work, enabling students to critically analyze information, distinguish between positive and negative influences, and make informed choices. Developing media literacy helps students become active and responsible consumers of information, reducing their vulnerability to harmful content.

The professional development of educators remains a central factor in the successful implementation of preventive upbringing strategies. Teachers must be equipped with the knowledge and skills necessary to recognize early signs of deviance, apply effective intervention methods, and create a supportive learning environment. This requires continuous training, participation in workshops and seminars, and the exchange of best practices among педагогical staff. Institutional support, including the provision of methodological resources and administrative encouragement, is also essential for enhancing teachers' capacity to address deviant behavior. Finally, it is important to emphasize that the prevention of deviant behavior among youth through upbringing is not a one-time effort but a continuous and long-term process. It requires consistency, coordination, and commitment from all stakeholders involved in the educational process. The effectiveness of preventive measures depends on the integration of various approaches, including pedagogical, psychological, social, and legal interventions. Only through a comprehensive and системli approach can sustainable results be achieved. In summary, the expanded analysis highlights that the prevention of deviant behavior through upbringing encompasses a wide range of interconnected factors, including early диагностика, the creation of a preventive environment, the development of legal and civic awareness, psychological support, resilience building, restorative practices, and the consideration of socio-economic and media influences. These elements, when effectively combined, form a holistic framework for upbringing activity that not only prevents deviance but also

promotes the development of well-adjusted, responsible, and socially active individuals capable of contributing positively to society.

Conclusion

In conclusion, the prevention of deviant behavior among youth through upbringing is a complex, multidimensional, and socially significant pedagogical task that requires the coordinated efforts of educational institutions, families, and society as a whole. The analysis shows that deviant behavior does not arise spontaneously; rather, it is the result of a combination of psychological, social, economic, and environmental factors. Therefore, effective prevention is only possible through a comprehensive and systematic upbringing approach that addresses both the causes and conditions of such behavior. Upbringing plays a central role in shaping the moral values, behavioral norms, and social responsibility of young people. Through well-organized upbringing activities, students develop legal awareness, emotional stability, empathy, communication skills, and resilience—qualities that significantly reduce the risk of deviant behavior. In particular, early prevention, psychological support, family involvement, and school-based educational programs are essential mechanisms for ensuring positive behavioral development. The study also confirms that modern challenges such as digitalization, media influence, and socio-economic inequality require continuous improvement of upbringing strategies. Traditional methods alone are no longer sufficient; instead, innovative, student-centered, and technology-integrated approaches must be applied. The role of educators is especially important in this process, as their professional competence, pedagogical skills, and ability to build trusting relationships with students directly influence the effectiveness of preventive work. Overall, the findings emphasize that prevention of deviant behavior is not only an educational responsibility but also a social necessity. A well-structured upbringing system contributes to the formation of morally responsible, socially active, and law-abiding citizens.

Therefore, strengthening upbringing activities, improving teacher training, and enhancing cooperation between all social institutions remain key priorities in modern education systems.

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