DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN ADOLESCENTS WITH DEVIANT BEHAVIOR AND ITS ROLE IN SHAPING POSITIVE SOCIAL CONDUCT

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Annotatsiya. *Ushbu maqolada deviant xulq-atvorga ega o‘smirlarda emotsional intellektni rivojlantirishning psixologik-pedagogik jihatlari hamda uning ijobiy ijtimoiy xulqni shakllantirishdagi o‘rni tahlil qilinadi. Tadqiqot davomida o‘smirlik davrining psixologik xususiyatlari, hissiy barqarorlik, empatiya, o‘zini boshqarish va kommunikativ ko‘nikmalar kabi emotsional intellekt komponentlarining deviant xulq bilan o‘zaro bog‘liqligi o‘rganildi. Shuningdek, emotsional intellekti rivojlangan o‘smirlarda agressivlik, konfliktga moyillik, ijtimoiy moslashuvdagi qiyinchiliklar va salbiy xatti-harakatlar darajasi nisbatan past bo‘lishi ilmiy manbalar asosida asoslab berildi. Maqolada ta’lim muassasalari, oila va psixologik xizmat tizimida emotsional intellektni rivojlantirishga qaratilgan treninglar, interfaol metodlar va korreksion dasturlarning samaradorligi yoritilgan. Tadqiqot natijalari shuni ko‘rsatadiki, emotsional intellektni rivojlantirish o‘smirlarning o‘z his-tuyg‘ularini anglash, boshqarish hamda ijtimoiy muhit bilan sog‘lom munosabat o‘rnatishiga yordam beradi. Bu esa ularning ijobiy xulq-atvorini shakllantirish, ijtimoiy moslashuvini yaxshilash va deviant holatlarning oldini olishda muhim omil hisoblanadi.*

Kalit so‘zlar: *emotsional intellekt, deviant xulq-atvor, o‘smirlar, ijobiy xulq, empatiya, o‘zini boshqarish, psixologik moslashuv, ijtimoiylashuv, agressivlik, korreksion dasturlar.*

Аннотация. *В данной статье рассматриваются психолого-педагогические аспекты развития эмоционального интеллекта у подростков с девиантным поведением, а также его влияние на формирование позитивного социального поведения. В ходе исследования были проанализированы психологические особенности подросткового возраста и взаимосвязь компонентов эмоционального интеллекта, таких как эмоциональная устойчивость, эмпатия, саморегуляция и коммуникативные навыки, с проявлениями девиантного поведения. Особое внимание уделено тому, что высокий уровень эмоционального интеллекта способствует снижению агрессивности, конфликтности и трудностей социальной адаптации среди подростков. В статье также освещается эффективность тренингов, интерактивных методов и коррекционных программ, направленных на развитие эмоционального интеллекта в образовательной среде, семье и системе психологической поддержки. Результаты исследования показывают, что развитие эмоционального интеллекта помогает подросткам лучше осознавать и контролировать собственные эмоции, выстраивать конструктивные отношения с окружающими и успешно адаптироваться в обществе. Подчеркивается, что формирование эмоциональной компетентности является важным фактором профилактики девиантного поведения и развития позитивных форм социального взаимодействия у подростков.*

Ключевые слова: *эмоциональный интеллект, девиантное поведение, подростки, позитивное поведение, эмпатия, саморегуляция, социальная адаптация, социализация, агрессивность, коррекционные программы.*

Abstract. *This article examines the psychological and pedagogical aspects of developing emotional intelligence in adolescents with deviant behavior and its influence on the formation of positive social conduct. The study analyzes the psychological characteristics of adolescence and the*

relationship between emotional intelligence components such as emotional stability, empathy, self-regulation, and communication skills with manifestations of deviant behavior. Particular attention is given to the idea that adolescents with a higher level of emotional intelligence demonstrate lower levels of aggression, conflict proneness, and social maladjustment. The paper also highlights the effectiveness of training sessions, interactive methods, and corrective programs aimed at improving emotional intelligence within educational institutions, family environments, and psychological support systems. The findings indicate that the development of emotional intelligence enables adolescents to better recognize and manage their emotions, establish constructive interpersonal relationships, and adapt more successfully to social environments. Furthermore, emotional competence is considered an important factor in preventing deviant behavior and promoting positive patterns of social interaction among adolescents. The study emphasizes the significance of integrating emotional intelligence development programs into educational and psychological practices to support adolescents' personal growth and behavioral improvement.

Key words: *emotional intelligence, deviant behavior, adolescents, positive behavior, empathy, self-regulation, social adaptation, socialization, aggression, corrective programs.*

Introduction. In the context of rapid globalization and the intensive development of information technologies, the social and psychological formation of adolescents has become one of the most pressing issues. In particular, various forms of deviant behavior among adolescents—such as aggression, delinquency, violence, internet and online gaming addiction, violation of school discipline, actions contrary to social norms, and emotional instability—are increasingly regarded by specialists as a serious socio-psychological problem. According to the World Health Organization,

adolescence is one of the most complex stages of human development, during which emotional regulation, social adaptation, and behavioral patterns are formed. Therefore, psychological difficulties arising during this period may significantly affect an individual's later life.

Psychological research shows that adolescents with deviant behavior often demonstrate weak emotional control, low levels of empathy, impulsivity, poor stress tolerance, and communication difficulties. This negatively affects their adaptation within peer groups and their relationships with adults. In particular, insufficient development of emotional intelligence leads to difficulties in understanding one's own emotions, inability to regulate them, and failure to transform negative emotions into constructive behavior. As a result, conflict situations, aggressive reactions, and violations of social norms become more frequent.

The concept of emotional intelligence was introduced into scientific literature in the late 20th century and was initially defined by P. Salovey and J. Mayer as the ability to perceive, understand, manage, and effectively use emotions. Later, D. Goleman expanded this concept and emphasized emotional intelligence as one of the key factors of personal success. Researchers include self-awareness, self-regulation, motivation, empathy, and social skills as core components of emotional intelligence. The development of these components determines an individual's social adaptation and constructive behavior.

In recent years, numerous studies have focused on the relationship between emotional intelligence and deviant behavior. Research findings indicate that adolescents with high emotional intelligence are able to control themselves in stressful situations, resolve conflicts peacefully, and demonstrate socially appropriate behavior. In contrast, adolescents with low emotional regulation are more likely to exhibit aggression, antisocial behavior, and difficulties in social adaptation. From this perspective, emotional intelligence

development is considered one of the most effective psychological mechanisms for preventing deviant behavior.

Educational institutions, families, and psychological service systems play an important role in the emotional development of adolescents. In particular, school psychologists' training programs, communication exercises, emotional reflection methods, and corrective interventions are essential in guiding adolescents' social behavior in a positive direction. An emotionally stable adolescent is able to consciously regulate his actions, understand others' feelings, and demonstrate social responsibility.

The relevance of this study is determined by the need to identify psychological mechanisms for preventing deviant behavior and forming positive behavior through the development of emotional intelligence in adolescents. Therefore, this article analyzes the theoretical foundations of emotional intelligence, its impact on adolescent behavior, and the effectiveness of corrective and developmental approaches.

Literature Review. The issue of emotional intelligence and deviant behavior is one of the most relevant areas of modern psychological science and has been widely studied by many foreign and Russian scholars. Adolescence is considered a complex psychological process involving emotional development, social adaptation, and behavioral formation. Therefore, the level of emotional intelligence has become a central focus in many scientific studies examining adolescent social behavior. Literature analysis shows that adolescents with low emotional intelligence are more likely to exhibit aggression, impulsivity, conflict-proneness, antisocial behavior, and deviant behavioral patterns.

The concept of emotional intelligence was first introduced into scientific discourse by American scholars Peter Salovey and John Mayer, who defined it as the ability to perceive, understand, manage, and effectively use emotions. Later, Daniel Goleman developed this theory further and demonstrated that emotional intelligence is a key factor in human success. According to Goleman,

individuals who can regulate their emotions, show empathy, and possess strong communication skills adapt more easily to social environments and are more inclined to resolve conflicts constructively. In this sense, emotional intelligence is considered an important psychological factor in the prevention of deviant behavior.

In Russian psychological science, this issue has also been extensively studied. In particular, A.V. Degtyaryov, in his research, emphasized that the social-psychological adaptation of adolescents with deviant behavior is closely linked to emotional intelligence components. His study, involving adolescents aged 14–16, revealed that emotionally unstable and low-empathy characteristics are more common among deviant adolescents. The author scientifically substantiates that the development of emotional intelligence improves social adaptation and reduces negative behavioral patterns.

Studies by Russian scholars I.P. Klementovich, V.G. Stepanov, and V.V. Sedykh also identified a negative correlation between emotional intelligence and aggressive and deviant behavior. Researchers emphasize that adolescents with low emotional regulation more frequently engage in impulsive actions and violations of social norms. Similarly, E.V. Samokhvalova found statistically significant relationships between components of emotional intelligence and delinquent, aggressive, and self-destructive behavior.

Among Uzbek researchers, interest in emotional intelligence has also been growing. M.T. Khojakhanova studied the age-related characteristics of emotional intelligence in adolescents and emphasized that emotional awareness, empathy, and self-regulation skills significantly influence interpersonal relationships. The author notes that training programs and psychological interventions aimed at developing emotional intelligence in school settings produce effective results.

In foreign studies, emotional processes and empathy levels in deviant adolescents have been separately examined. For example, A. Abolonin and S.

Gusev found that deviant adolescents have poorly developed emotion recognition abilities. According to the researchers, the inability to accurately understand others' emotions contributes to increased aggression and antisocial behavior.

American researchers Rachel Kahn, Elsa Ermer, and Peter Salovey demonstrated in their studies that there is a strong relationship between emotional intelligence deficits and "callous-unemotional traits" among adolescents in correctional institutions. They concluded that high-risk adolescents exhibit low emotional intelligence levels, which leads to behavioral disturbances.

In recent years, the corrective and preventive potential of emotional intelligence development has also been widely studied. Researchers note that training sessions, psychological counseling, art therapy, communication exercises, and reflective methods help adolescents develop emotional regulation skills. School-based emotional competence programs are recognized as effective tools for improving social adaptation, reducing aggression, and promoting positive behavior.

The literature analysis shows that emotional intelligence is a key psychological mechanism in adolescent socialization, emotional stability, and behavioral regulation. Therefore, the use of psychological and pedagogical approaches aimed at developing emotional intelligence in adolescents with deviant behavior is of great importance. Such approaches not only prevent negative behavioral patterns but also support social adaptation and personal development.

Discussion. The issue of developing emotional intelligence in adolescents with deviant behavior has become increasingly significant in modern psychological and pedagogical research due to the growing prevalence of behavioral disorders, aggression, social maladjustment, and emotional instability among young people. Adolescence is widely recognized as a critical

developmental stage characterized by profound psychological, emotional, and social transformations. During this period, individuals actively construct their identity, establish interpersonal relationships, and develop mechanisms of emotional self-regulation. However, insufficient emotional awareness and poor emotional control often contribute to the emergence of deviant behavioral patterns, including aggression, delinquency, antisocial conduct, school misconduct, substance abuse, and difficulties in social adaptation. In this context, emotional intelligence serves as an essential psychological resource that enables adolescents to understand, regulate, and appropriately express their emotions while maintaining constructive relationships with others.

The findings of numerous psychological studies demonstrate that adolescents with deviant behavior frequently exhibit lower levels of empathy, emotional stability, self-control, and communicative competence. Such emotional deficits negatively affect their interactions with peers, teachers, and family members, often leading to conflict situations, impulsive reactions, and violations of social norms. Researchers such as Daniel Goleman, Peter Salovey, and John Mayer emphasize that emotional intelligence is not limited to recognizing emotions but also includes the ability to manage emotional states, motivate oneself, and respond adequately to the emotions of others. Therefore, adolescents with a well-developed emotional intelligence are more capable of coping with stressful situations, resolving interpersonal conflicts peacefully, and adapting successfully to social environments. Conversely, emotionally immature adolescents are more vulnerable to frustration, aggression, social isolation, and deviant manifestations.

An important aspect of the discussion concerns the relationship between emotional intelligence and positive social behavior. Positive behavior is closely associated with empathy, responsibility, tolerance, cooperation, and effective communication, all of which are directly connected to emotional competence. Adolescents who are capable of understanding their own emotional experiences

and recognizing the feelings of others are more likely to demonstrate prosocial behavior and less likely to engage in destructive or antisocial activities. Emotional intelligence contributes to the development of self-awareness and reflective thinking, allowing adolescents to evaluate the consequences of their actions and regulate impulsive tendencies. As a result, emotional competence becomes an important protective factor against deviant behavior and social maladjustment.

The role of family and educational environments in the development of emotional intelligence should also be emphasized. Psychological literature consistently highlights that emotionally supportive family relationships significantly influence adolescents' emotional development and behavioral stability. Parents who demonstrate empathy, emotional openness, and constructive communication create favorable conditions for the formation of healthy emotional responses in children. In contrast, family conflicts, emotional neglect, authoritarian parenting styles, and lack of psychological support often increase the risk of emotional disturbances and deviant tendencies. Similarly, educational institutions play a crucial role in shaping adolescents' emotional and social competencies. Teachers and school psychologists are capable of fostering emotional intelligence through interactive learning methods, group discussions, role-playing activities, emotional reflection exercises, and psychological training programs aimed at improving empathy, self-regulation, and communication skills.

Modern correctional and preventive approaches increasingly focus on emotional intelligence development as an effective strategy for reducing deviant behavior among adolescents. Psychological interventions based on emotional awareness, stress management, conflict resolution, and social-emotional learning have shown positive outcomes in improving adolescents' behavioral patterns and social adaptation. Group trainings, cognitive-behavioral techniques, art therapy, and counseling programs help adolescents

recognize destructive emotional reactions and replace them with constructive coping strategies. Furthermore, emotional intelligence training contributes to increased self-esteem, emotional resilience, and motivation for personal growth, which are essential components of positive behavioral transformation.

Another important issue concerns the influence of digital technologies and social media on adolescents' emotional development. Contemporary adolescents spend considerable time in virtual environments where aggressive content, cyberbullying, emotional manipulation, and social comparison may negatively affect emotional stability and interpersonal communication. In many cases, excessive dependence on digital communication reduces real-life emotional interaction and weakens empathy and emotional responsiveness. Therefore, the development of emotional intelligence becomes particularly relevant in helping adolescents critically evaluate online experiences, regulate emotional reactions, and maintain healthy social relationships both online and offline.

Overall, the discussion of emotional intelligence in adolescents with deviant behavior demonstrates that emotional competence is a fundamental factor influencing social adaptation, behavioral regulation, and psychological well-being. The development of emotional intelligence not only reduces the likelihood of aggressive and antisocial behavior but also promotes empathy, responsibility, and constructive social interaction. Consequently, integrating emotional intelligence development programs into educational systems, family upbringing practices, and psychological support services represents an important direction for preventing deviant behavior and fostering positive personality development among adolescents.

Conclusion. Furthermore, contemporary adolescents are increasingly influenced by digital technologies and social media, which substantially affect emotional communication and behavioral patterns. Excessive exposure to virtual environments, cyber aggression, online dependency, and emotional

overstimulation may weaken real-life communication skills and emotional responsiveness. In this regard, the development of emotional intelligence becomes particularly important for helping adolescents maintain emotional balance, critically evaluate social influences, and establish healthy interpersonal relationships.

The relevance of this study is determined by the growing need to identify effective psychological and pedagogical approaches for preventing deviant behavior and promoting positive behavioral development among adolescents. Developing emotional intelligence is considered one of the most effective methods for improving adolescents' emotional regulation, social adaptation, and interpersonal competence. Therefore, this research focuses on analyzing the role of emotional intelligence in shaping positive social conduct among adolescents with deviant behavior and exploring the psychological mechanisms that contribute to their successful socialization and personal development.

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