

FACTORS OF EMERGENCE AND FORMATION OF ILLEGAL BEHAVIOR

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Annotation: this article is focused on the conditions of origin, signs, and preventive measures of deviant and delinquent behavior among minors. The importance of family relations and the environment in the upbringing of adolescents, the psychological factors of the social and spiritual environment, and the development trends of deviation are described. The data presented in the studies were analyzed and microsocial factors that cause illegal behavior were identified.

Keywords: deviant, delinquent behavior, asocial relations, socio-spiritual environment, social processes, prevention, psychology.

Despite various social measures that call on citizens to comply with established laws and regulations, many people violate them every day. There are often cases when it is difficult for us to understand that ordinary people have committed serious crimes from the outside. Often these are mentally healthy individuals, including children and adolescents.

When considering illegal actions from the point of view of determining them, it is usually said that there is a combination of external conditions and internal reasons that provoke such behavior. Undoubtedly, in each specific case there is a unique combination of factors, in which several general trends in the formation of delinquent behavior can be identified.

Social conditions play a significant role in the emergence of illegal behavior. First of all, it includes multi-level social processes. This can be, for example, the weakness of the government and the imperfection of legislation, social cataclysms, and a low standard of living.

The age factor determines the specifics of behavior. Today, the number of juvenile delinquents is constantly increasing.

The microsocial situation plays an important role in the emergence of juvenile delinquency. For example, the following conditions create conditions for its formation: an asocial and antisocial environment (alcoholism of parents, an asocial and antisocial family or company); lack of supervision; a large and incomplete family; conflicts within the family; chronic conflicts with significant others.

In these situations, the criminal alienates himself from those around him at an early age. 10% of aggressive criminals consider that their mothers did not love them in childhood (only 0.73% in the "normal" sample).

Among the socio-pedagogical factors influencing the formation of a teenager's personality and, in particular, his behavior, the family in which he was born and raised occupies a special place. The family plays a decisive role in determining the direction of adolescent behavior, it is in the family that moral norms and rules are established, joint activity skills are formed, worldviews, values, life plans and ideals are formed in the process of mutual relations and interactions between spouses, parents and children.

Depending on how these mutual relations and communication are established, what educational potential the family has (which is determined by the structure of the family, the general educational and cultural level of the parents, the socio-life conditions of the family, the psychological environment, the distribution of functional responsibilities between family



members, labor and family obligations, organization of free time, etc.), the child's personality is formed.

Defects in upbringing are the first and main indicator of family unrest. Neither material, nor life, nor reputation indicators characterize the peace or unrest of the family, only the attitude towards the child can determine the well-being of the family. However, it would be wrong not to take into account changes in the family and its values.

Deformation of the family structure (incomplete family) violates the child's communication patterns, leads to a disruption of the developing function of communication with peers, and impoverishes the experience of entering into relationships with adults (especially men). Teenagers from such families usually experience difficulties in choosing friends and establishing relationships with their peers.

Another indicator of family well-being and its impact on the child is the attitude to general norms and values - in it the child acquires knowledge about the first examples of human relations and the culture of communication, which in adulthood serve as a moral standard against which to compare his actions.

The relationship between parents and their relationship with their children affects the nature and content of communication, and at the same time, communication corrects, develops and enriches relationships. The nature and style of family communication are, in fact, reflected in the relationships between family members. If the relationships between family members are positive, family communication is practical, attractive, and brings mutual satisfaction; if the relationships are conflicting, emotionally negative, family communication also takes on a negative tone. At the same time, communication, in its communicative aspect, has a significant educational potential that can play an important role in changing not only internal relationships in the family, but also the style of relationships in the family, which is why it is focused not only on feelings (specific to relationships), but also on people's consciousness, their actions and behavior. In the psychological and pedagogical literature, there are a number of approaches to the analysis of parental relationships. Some researchers distinguish conflicting and non-conflicting relationships between parents, others - harmonious and non-harmonious relationships, but the essence of these relationships ultimately depends on how they affect the development of the child's personality, the system of his relationships and communication with people.

Several types of incorrect upbringing are distinguished, which arise in the process of incorrect pedagogical interaction between parents and children and lead to the emergence of illegal behavior in children.

For example, hypoprotection occurs when parents do not pay enough attention to children. The most severe degree of hypoprotection is complete lack of control over children. Hidden hypoprotection exists in the form of formal parental control over children, indifference to their interests and needs. The child lives his own life, where no one else is involved.

Dominant hyperprotection is manifested in guardianship even in small matters, in controlling the child's every step, in shamelessly observing his actions and deeds, in creating a whole system of prohibitions, which, especially in adolescence, is manifested in expressing dissatisfaction with the desire to escape from parental control. Masculine hyperprotection consists in allowing all the actions of the child, in striving to free the child from obligations, in constantly praising his insignificant talents and abilities, which can lead to conflicts with those around him.

Emotional abuse - "Cinderella" type upbringing - causes the child to feel unnecessary in the family and creates a situation accordingly.

If one of the parents builds relationships in the family according to the principle of masculinity-based protection, and the other - emotional abuse, then conflicting upbringing occurs. These and other types of relationships between parents and children lead to the emergence of conflict



situations between adolescents and their peers, other adults, both in the family and outside the family, which, in conditions where the specificity of adolescence and the emphasis on character are emphasized, leads to the formation of deviant behavior in adolescents.

Uncertainty in family communication leaves its mark on the formation of the adolescent's personality, his communication experience, behavior and interaction with peers and adults in the community. Therefore, speaking about the presence or absence of a pedagogical basis of the family, that is, the effectiveness or reliability of its influence on the child, we mean not only the moral climate in the family, which plays a large role in the formation of the adolescent's personality, the style of relationships and the manner of communication with peers and adults, but also the way they relate to the fulfillment of the norms and requirements for the upbringing of a child in society.

Thus, analyzing the data from various literature, it is possible to distinguish the following microsocial factors that cause delinquent behavior:

- frustration of children's need for care and parental affection (for example, an overly strict father or an insufficiently caring mother), which in turn leads to emotional trauma in the child at an early age;
- physical or psychological cruelty or violence in the family (for example, constant or excessive punishment);
- insufficient influence of the father (for example, in his absence), which complicates the normal development of moral consciousness;
- severe trauma due to the retention of traumatic events in memory (illness, death of parents, violence, divorce);
- indulgence in accordance with the child's wishes; insufficiently demanding parents, their inability to make increasingly high demands or failure to achieve their fulfillment;
- excessive excitability of the child - his close, intense, intense relationship with parents, brothers and sisters at a very early age;
- instability of the parents' demands on the child, as a result of which the child does not develop a clear understanding of moral norms;
- change of parents (guardians);
- chronic conflicts between parents (especially when the tyrant beats the parent is considered a very dangerous situation);
- unacceptable personal characteristics of the parents (for example, a combination of an undemanding father and a pampered mother);
- assimilation of delinquent values by the child through family or group education (overt or covert).

In addition to microsocial factors, certain behavioral stereotypes characteristic of children are distinguished, which contribute to the emergence and development of antisocial behavior. Such stereotypes include:

- impaired ability to make nonverbal gestures (direct eye contact, facial expressions, body posture, and gestures);
- inability to establish relationships with peers appropriate to their developmental level;
- inability to share pleasure, interest, or success with others;
- lack of emotional or social closeness;
- delayed or complete absence of speech development (does not even try to compensate for this deficiency with other methods of communication - gestures and actions);
- marked impairment in initiating or maintaining conversations with other people;
- accumulation of one or more patterns of interests that do not meet any norms in terms of intensity or direction;



- specific, non-functional backward movements or strict adherence to rituals;
 - excessive anxiety over trivial matters;
 - impaired coordination of gait or body movements;
 - stereotyped, repetitive behaviors;
 - disproportionality of voluntary movements;
 - poor gesticulation;
 - the child demonstrates speech skills in one situation and cannot speak in another;
 - use of neologisms;
 - tendency to rhyme;
 - lack of communicative functions of speech;
 - combination of elementary syllables (rumbling, echolalia) with complex expressions and combinations;
 - fear of novelty;
 - desire for solitude;
 - lagging behind in the formation of even the simplest skills of self-service;
 - markedly limited vocabulary, errors in the use of verbs, difficulties in remembering words or in pronouncing long and complex sentences that are not appropriate for the child's developmental level;
 - aggressive behavior towards people and animals;
 - deliberate damage to property;
 - lying;
 - theft;
 - excessive and repeated distress due to anticipated or actual absence from home or separation from primary caregivers;
 - reluctance or refusal to go to school or other places due to fear of separation;
 - reluctance or fear of being alone in the absence of primary caregivers at home, and similar situations;
 - persistent unwillingness or refusal to go to bed when primary caregivers are not at home or sleeping outside the home;
 - deviation from the model of social relations between children and a sharp reaction to changes in the environment (fear, excessive attention, poor social relations with peers, aggression towards oneself or others) associated with emotional disorders;
- Despite the presence of the above behavioral stereotypes, a young child does not sufficiently understand and control his behavior, does not try to adapt it to social norms. Only at school does he first and truly encounter social fundamental requirements, and only from school age can one expect a child to follow the basic rules of morality.

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