

**DEVIANT BEHAVIOR: GENERAL ALGORITHM OF ACTIONS OF TEACHERS AND SPECIALISTS IN SITUATIONS OF SOCIAL RISKS***Shodmonova Zilola Bozorovna**Karshi State University**E-mail: [shodmonova.2020@mail.ru](mailto:shodmonova.2020@mail.ru)*

**Abstract:** The article examines the problem of deviant behavior of children and adolescents in the context of social risks. A generalized algorithm of actions of teachers and specialists of the education system aimed at identifying, preventing and correcting deviant behavior is presented. The main causes of deviations are considered, the emphasis is placed on the importance of an interdisciplinary and interdepartmental approach. The work can be useful for teachers, psychologists, social workers, as well as specialists involved in supporting minors in difficult life situations.

**Key words:** deviant behavior, social risks, pedagogical prevention, school maladjustment, individual support route, interdepartmental interaction.

**Introduction**

The problem of deviant behavior in minors remains one of the key ones in modern pedagogy, psychology and sociology. Deviation is a persistent deviation from accepted social norms and can be expressed in various forms: aggressiveness, delinquency, substance abuse, refusal to participate in educational activities, etc. In the context of social risks, the likelihood of deviant forms of behavior increases significantly (Berezina, 2020; Mudrik, 2021).

The activities of educational institutions are of particular importance in the prevention and correction of deviations, since it is the school that becomes the space of the child's primary social interaction outside the family.

**Causes of deviant behavior**

Researchers identify a set of reasons that provoke deviations in the behavior of minors (Moiseeva, 2019; Kon, 2020):

- Social: poverty, family dysfunction, violence, antisocial environment;
- Psychological: emotional instability, low level of self-control, underdeveloped empathy;
- Pedagogical: school maladjustment, lack of attention from teachers, conflict relationships;
- Biological: psychoneurological disorders, temperamental characteristics, mental retardation.

**Algorithm of actions of specialists**

For the purpose of a systematic approach to correctional and preventive work in the educational environment, the following algorithm is proposed:

1. Primary identification and observation:

- Monitoring of students' behavior in lessons and extracurricular activities;
- Collection of information from teachers, parents, peers;
- Recording of deviations in behavior and dynamics of academic performance.

2. Psychological and pedagogical diagnostics:

- Conducting tests, questionnaires, observations;
- Interviews with students and parents;
- Establishing the degree of severity and nature of deviation.

3. Formation of a support team:

- Inclusion of a school psychologist, social worker, class teacher;
- Appointment of a coordinator of individual work;
- Establishing interaction with the Juvenile Affairs Department, guardianship authorities, and the Juvenile Affairs Commission.

4. Development of an individual support route:

- Defining the goals and objectives of correction;
- Inclusion of activities: consultations, psychological trainings, social projects;
- Support for positive employment (sports, creativity, volunteering).

5. Implementation of the plan:

- Holding regular meetings and classes;
- Working with the family (psychoeducation, social assistance);
- Monitoring behavior in the classroom and during breaks.

6. Monitoring and correction of actions:

- Tracking the effectiveness of the activities carried out;
- Evaluation of the dynamics of changes;
- Adjustment of the plan if necessary.

#### 7. Final assessment and relapse prevention:

- Analysis of the results of the individual route;
- Transition from correctional to preventive work;
- Involvement in a positive social environment.

#### Practical recommendations:

1. Regularly update the bank of diagnostic methods and tools of psychological and pedagogical analysis.
2. Establish clear mechanisms for exchanging information between teachers, school specialists and representatives of prevention agencies.
3. Develop professional competencies of teachers in the field of early detection of signs of maladjustment.
4. Use the resources of project activities and informal education for the socialization of adolescents.

#### Conclusion.

Deviant behavior of children and adolescents in the context of social risks requires a comprehensive, interdisciplinary and consistent approach. Effective assistance is possible only with early detection of deviations, joint work of teachers and specialists, as well as active involvement of the family. The implementation of an individual support plan allows not only to eliminate the manifestations of deviation, but also to promote personality development, strengthening positive self-esteem and social inclusion of the minor.

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