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CAUSES OF DELINQUENCY AMONG STUDENTS AND PEDAGOGICAL WAYS TO ELIMINATE IT

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Abstract: This article discusses the causes of delinquency among students and pedagogical ways to eliminate it, as well as the violation of personal behavior. According to the author, in order to turn the behavior of students with a tendency to commit crimes in a positive direction, it is necessary to instill in them high qualities such as responsibility, pride, responsibility, trust. For this, it is important to give them tasks taking into account their age, strength, abilities and interests. As a result of entrusting them with the task of managing a small team, a sports section, a "living corner", negative behaviors can be reduced.

Keywords: Delinquency, Pedagogical Factors, Pedagogical Methods, Adolescent, Behavior, Moral Values, Personal And Social Control, Deviant Strategies.

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Annotation

P propensity to commit a crime is an unstable behavior of a person, a deviant behavior that deviates from the most important social norms and harms society or the person himself, as well as causes his social maladjustment.

The behavior of students with a tendency to commit crimes can be described as follows:

Spiritual problems - loss of the meaning of life, unformed spiritual values (conscience, responsibility, honesty), inner emptiness, lack of desire to express oneself.

Violations in the value-motivational system of a person - deviant values, situational-egocentric orientation, frustration (violation) of needs, internal conflicts, weakness of the psychological defense mechanism[1].

Results and Discussion

Emotional (emotional) problems (anxiety, depression, negative emotions, misunderstandings).

Problems in self-management - impaired ability to set and achieve goals, self-confidence and inadequate evaluation, excessive or insufficient self-control, adaptability and positive low capacity.

Cognitive disorders - dysfunctional thoughts, thought stereotypes, shallow knowledge, inadequate assumptions.

Negative life experience - negative habits and skills, rigid behavioral stereotypes, mental injuries.

There are also forms of social and individual manifestations of maladaptation[2]:

Social maladjustment:

low learning, inability to work;
failure in chronic or life-important areas (family, workplace, interpersonal and sexual relations, health);
conflicts with the law;
insulation.

Individual maladaptation:

negative internal attitude towards social demands (disobedience, dissatisfaction, misunderstanding, protest);

high demands on others, egocentrism in order to avoid responsibility;

chronic emotional discomfort;

ineffectiveness of self-management;

low development of communicative skills or conflict resolution.

Based on this, the most important qualities of a person include:

the internal position of a person in relation to the outside world and himself;

ability to make decisions and choose;

personal responsibility for one's behavior.

It should be noted that the symptoms of "deviant behavior" can be seen after the child is over 5 years old, and after the age of 9 these symptoms are clearly manifested. Before the age of 5, the child does not have an idea about social norms, the child is under the control of adults. At the age of 9-10, the child begins to observe social norms independently. Negative behavior under the age of 5 can be manifested as a result of deviations in the child's mental development, mental disorders.

Internal biological processes can also cause the formation of a tendency to commit a crime. The biological basis of behavior deviation is the effect of a certain social environment, and depends on biological changes in the human body, for example, the reactivity of the nervous system or hormonal changes.

In general, the propensity to commit a crime is the result of the interaction of complex social and biological factors, which in turn is explained by the personality system.

In psychology, the following are defined as the traditional reasons for the tendency to commit a crime: disturbances in the formation and development of a person, the activity limit of ontogenesis; the influence of socio-cultural characteristics, the way of life of the family and family relations - parents and children, relations between children, mutual relations between father and mother and changes in personality, the influence of the external environment; a clear manifestation of the adolescent crisis; falling under the influence of antisocial groups, the presence of antisocial mayors in adolescent groups. Nowadays, the influence of mass media, various western cinema products (mainly war movies), sexual immorality; the world of computer games; it is also possible to say things like the fading of the concept of nobility, the breaking of neighborhood ties in order to avoid social control in the place of residence [3].

The reasons for the emergence of a tendency to commit offenses among students in most cases are as follows:

reasons related to mental and psychophysiological disorders;

social and psychological reasons;

reasons related to age crisis.

According to a large number of psychologists and sociologists, one of the most effective approaches to this problem is the socio-personal approach, which can have an effect by including biological, psychological and social causes. After all, personal factors are the determinant (cause) of

the propensity to commit a crime, and situations act as modulators and determine the variability (different manifestations) of the manifestation of personal characteristics.

An important factor in students' tendency to commit a crime is their deviant peers. Presence of deviant group:

the teenager commits deviant behavior "easily";

psychologically supports a teenager in committing such an act;

weakens the effectiveness of personal and social control mechanisms preventing the manifestation of deviant tendencies of a teenager.

Among adolescent students, there is also a tendency to commit a crime and deviant strategies in relation to oneself and others:

putting oneself above others - pretending to be the owner of a "special quality", humiliating others, persecuting and controlling them.

manipulating others to take care of him - you owe me; prove that you love me; if you tell me... I will behave well; let others do it; I need your help because I need protection.

avoiding responsibility and denying it - you made me do it; it's their fault; you have no right to tell me what to do; passive disobedience; consistency; disorder causing disorder.

revenge - violent behavior, deliberate damage, disobedience in the nature of vandalism; "I will blow up..., I will hurt myself., I will make you all regret it... I was just kidding.."

preservation of a paranoid view of the world - they forced me to commit this act, they find fault in everything I do. regular complaints, not trying to fix the problem.

All his behavior is aimed at maintaining a common goal, that is, personal and social similarity. From a personal, i.e., subjective point of view, he tries to create a positive image of himself, and from a social objective point of view, he emphasizes that he belongs to some similar social group. All behavioral symptoms are aimed at feeling one's own importance and significance. The problem of delinquency among students is that the subject chooses methods of destructive implementation of motivational goals for self-affirmation.

It is important to have an individual relationship with students who have a tendency to commit crimes. In the individual relationship with students, it helps teachers to know the physiological basis of the individuality of each young person and the teaching of I.P. Pavlov[4] about the types of higher nerve (nerve) activity, which to some extent informs about his personality.

1. The strength of the nervous system is determined by the reserve amount of substances in nerve cells. In the nervous system of a strong type, such a reserve is in large quantities, and in a weak type it is small. It reflects the strong excitation process of the nervous system, as well as the ability to brake.

2. According to the strength of the nervous system, the strong type includes sanguine and phlegmatic people, and the weak type includes melancholics.

3. The excitability of the nervous system consists of how easily the cerebral cortex is exchanged with inhibition or, conversely, inhibition with excitation.

Teachers should make sure that negative personality traits of students can be eliminated, taking into account the plasticity of the nervous system of students, its susceptibility to any influences.

At this point, it is extremely important to take into account the ideological background of students who have a tendency to commit crimes. It is necessary to know the student's individuality, first of all, his ideological content, that is, his interests and ideals. It is especially important to know their social interests as a social skill in treating young people individually.

It is also important to know the emotional and volitional characteristics of students who have a

tendency to commit crimes. In individual relationships with young people, how calm, trusting or emotional he is, sensitive to emotions, that is, whether he is different from those around him or not, prone to affect or not, whether he can control his emotions, and also in him It is very important to know which traits are dominant.

It is also important to consider the moral character of young people. Because the ideological content of young people can be seen in its moral character. However, sometimes the behavior of young people does not fully meet the moral standards. It is necessary for adults to observe and find out how patriotic, hardworking, respectful, honest and conscientious each young person is, how much they like friendship and cooperation.

Young people with negative moral qualities include rudeness, lying, hooliganism, selfishness, stubbornness, stubbornness, indiscipline, non-observance of rules, self-discipline, etc. as well) it is necessary to approach them individually. Because they do not like their faults to be revealed in the community or in the crowd, or to obey the advice or instructions of the person who is disciplining, reprimanding, and in dealing with them, it is necessary to be extremely attentive, sincere, and friendly.

When working with students who have a tendency to commit a crime, it is necessary to take into account the characteristics of their character and interests. It is advisable not to admonish a lot, not to fight, not to raise one's voice loudly, not to talk too much. A friendly relationship, a personal example (during work, study) and a positive attitude of family and school people to work make young people want to be like that.

Conclusion

In order to turn the behavior of students with a tendency to commit crimes in a positive direction, it is necessary to inculcate in them high qualities such as responsibility, pride, responsibility, trust. For this, it is important to give them tasks taking into account their age, strength, abilities and interests. As a result of entrusting them with the task of managing a small team, a sports section, a "living corner", negative behaviors can be reduced.

By involving them in the circles they are interested in, their negative attitude towards studying gradually disappears. And the most important thing is to trust the students. It is also important to pay attention to what they can do, to encourage them after they have done it, and to give them feedback on how to do it better.

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