



PEDAGOGICAL CONDITIONS FOR CORRECTING DEVIANT BEHAVIOR OF STUDENTS IN THE PROCESS OF HIGHER EDUCATION

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Abstract

This thesis examines the pedagogical conditions required for the effective correction of deviant behavior among students in the process of higher education. Deviant behavior — expressed through truancy, aggression, dishonesty in academic work, substance abuse, and violation of institutional norms — remains a pressing concern for contemporary higher education institutions, since such behavior undermines both individual development and the educational environment as a whole. Based on an analysis of psychological-pedagogical literature and the author's own pedagogical observations, the article identifies and substantiates a set of interrelated pedagogical conditions that facilitate the correction of deviant behavior in the higher education environment: the individualization of educational influence, the organization of purposeful psychological-pedagogical support, the strengthening of student self-governance and extracurricular engagement, the coordination of efforts between the higher education institution, the family, and the community (mahalla), and the systematic monitoring and diagnosis of behavioral dynamics. The article concludes that the correction of deviant behavior is most effective when these conditions are applied as an integrated pedagogical system rather than as isolated measures.

Keywords: *deviant behavior, pedagogical conditions, correction, higher education, student, psychological-pedagogical support, socialization, preventive pedagogy.*

Introduction

The transition from school to higher education places young people in a new social and academic environment characterized by greater autonomy, reduced external control, and increased responsibility for self-organization. For a considerable number of students, this transition coincides with a period of heightened psychological vulnerability, in which unresolved developmental conflicts, weak self-regulation skills, or unfavorable social environments may manifest as deviant behavior. International research on student deviance





(Merton's strain theory, Bandura's social learning theory, and Hirschi's social control theory) consistently demonstrates that deviant behavior is not merely an individual pathology but a product of the interaction between personal characteristics and the surrounding pedagogical and social environment. Consequently, higher education institutions bear direct responsibility not only for the intellectual formation of students but also for creating conditions conducive to their moral and behavioral correction.

Uzbek pedagogical scholarship on this subject (works devoted to preventive and corrective pedagogy in the works of national researchers) emphasizes the necessity of a comprehensive, system-based approach that unites the institution, the family, and the mahalla (local community) in preventing and correcting deviant behavior. However, the specific pedagogical conditions that make such correction effective within the higher education context remain insufficiently systematized, which defines the relevance of the present research.

Materials and methods

The research employed a combination of theoretical and empirical methods, including the analysis and generalization of psychological-pedagogical literature on deviant behavior, comparative analysis of national and international approaches to student behavior correction, pedagogical observation, questionnaire surveys among students and academic staff of the Shahrizabz State Pedagogical Institute, and expert consultation with faculty responsible for student affairs. The obtained data were systematized to identify the pedagogical conditions most strongly associated with successful behavioral correction.

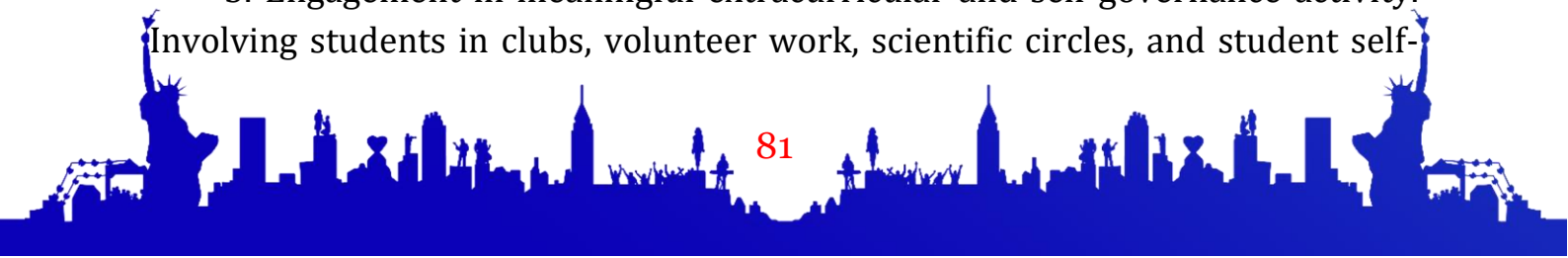
Results and discussion

The analysis allows the identification of five interrelated pedagogical conditions for the correction of deviant behavior among higher education students.

1. Individualization of pedagogical influence. Correction is effective only when it accounts for the individual psychological characteristics, motives, and life circumstances of each student, rather than applying uniform disciplinary measures to all cases of deviation.

2. Organized psychological-pedagogical support. The presence of a coordinated support system — curator (tutor) guidance, access to a psychologist, and early diagnostic monitoring — enables timely identification of behavioral risk factors before they escalate.

3. Engagement in meaningful extracurricular and self-governance activity. Involving students in clubs, volunteer work, scientific circles, and student self-





governance bodies redirects energy toward socially approved forms of self-realization and strengthens a sense of belonging to the institutional community.

4. Cooperation among the higher education institution, the family, and the mahalla (the 'Institution–Family–Community' model). Correction efforts are considerably more effective when academic staff maintain systematic contact with students' families and local communities, ensuring consistency between the values promoted at the institution and in the student's immediate social environment.

5. Systematic monitoring and diagnosis of behavioral dynamics. Regular, non-punitive monitoring of student behavior, attendance, and academic engagement allows educators to evaluate the effectiveness of corrective measures and adjust them as needed.

The findings indicate that these conditions function most effectively not in isolation but as a unified pedagogical system, in which diagnostic, preventive, and corrective components are mutually reinforcing. Institutions that implement only isolated administrative or disciplinary measures, without addressing the underlying individual and social factors, tend to achieve limited and short-term results.

Conclusion

The correction of deviant behavior among higher education students requires a coordinated, humanistic, and individualized pedagogical approach. The five conditions identified in this research — individualization, psychological-pedagogical support, meaningful extracurricular engagement, institution–family–community cooperation, and systematic monitoring — provide a practical framework that can be integrated into the educational process of higher education institutions. Further empirical research is recommended to test the comparative effectiveness of these conditions across different institutional contexts and to develop corresponding methodological guidelines for academic staff and curators.

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