

Bakhromjon Turabaevich Tojibaev.

Associate Professor of Namangan Institute of Engineering Technology

**EDUCATIONAL DEVELOPMENT AND BEHAVIORAL DEVIANCE
IN YOUTH**

Abstract: *The role of education in ensuring the social development of society is very important. Education, as an important part of the formation of human capital, plays a fundamental role in increasing the socio-economic creativity of the people. As a result of the high efficiency of education, the development of the individual's ability to create new ideas, ensuring that he becomes a subject with constructive-innovative qualities and not destructive aspects, becomes the locomotive of the development of society.*

Key words: *education, sociology, deviance, social norm, society*

Deviations in human behavior are explained by the term deviance in sociology. Deviance Deviation (deviato - deviation) is translated from Latin and means deviation from social norms. In the explanatory dictionary of sociology, deviance is defined as behavior that deviates from the behavior accepted in society or considered "normative" in a certain social context. Deviance is also defined as an act, activity, or lifestyle that does not follow the system of norms accepted by the majority in a social group or society.

All people belong to certain systems that often have very conflicting demands. Researcher Anna Hartman describes social systems as "a means of ordering the world and its relationships." Individual people and other structures within the boundaries of the system belong to the social system. The social system includes social institutions, including educational institutions. The processes and relations in educational processes are not in an anarchic state, they have a certain hierarchy and order. Hierarchical processes in an educational institution are a system formed from the necessary requirements arising from the sequence of tasks related to interrelated activities that require each other. The content of education is highlighted in the product, and it is the person who has acquired the necessary skills and abilities arising from the demand of the society. In the development of

humanity, education is not only a mechanism for instilling skills, but also an institution that adapts educational skills and people to the requirements of social norms.

According to the researcher D. North, social institutions consist of a system of mechanisms, rights and restrictions that ensure compliance with the normative behavior of repeated relations between people. If we express this opinion from a deviantological point of view, the social institution of education is manifested as a system of mechanisms and restrictions for the adaptation of relations in the field of education to normative norms and the implementation of social tasks of education. In recent years, tolerance or perfect human education prevailed in the educational process in our country, and encouragement began to move from the theoretical limit to the practical side. Because practical incentives require certain economic opportunities. For example, preferential bank loans for graduates or start-up projects are among them.

Historically, coercive mechanisms have long dominated educational processes in the East, as they do elsewhere. Allama Abu-Nasr Farabi from Central Asia emphasized that education should be carried out by means of encouragement and coercion. "Practical virtues and practical arts (professions) and habits to perform them are formed in two ways: the first of these - with the help of satisfying words, inviting, inspiring words, a habit is formed, skills are created, enthusiasm and desire in a person are transformed into action. The second way is the way of coercion. In this case, kommovchi is applied to stubborn urban dwellers and other desert peoples. Because they are not those who are motivated by words according to their wishes.

The concept of "educational crisis" has been widely used since the second half of the 20th century. The education crisis did not appear by itself, the dramatic changes in many parts of the world over the past century have often had negative consequences for the people living in these societies. As a result, the system in society will be destroyed and a whole army of "lost generations" will appear due to the conditions of anomie. Socialization of this category, i.e. bringing it into a constructive state through education, was the primary task of education. In the

gradual development of education, we encountered such situations several times, including in the process of anomie that occurred in our society in the 1990s. Due to the above situations, the idea that education is not able to fulfill its task prevailed, and the concept of crisis in education began to be widely used. But the nature of the current "educational crisis" is actually a moral-cultural crisis, it does not mean only an intellectual crisis like the previous one, but it also means that deviant situations are highlighted as a characteristic system of signs for the modern young generation. This has a negative impact on the attitude towards education and its effectiveness. It should be noted that in some literature, the concept of "pedagogical deviation" is also used, which includes the category of children who cannot receive education for various reasons, and as a result of such processes, deviant behavior occurs. Therefore, "pedagogical deviation" is a process that precedes deviant situations.

Researcher P.Shtompka stated that "the school crisis of recent times limited it to the task of providing information to students and destroyed its power to determine moral, civil principles, and personal character." "Today, universities and similar schools are no longer considered temples of knowledge, and professors and teachers are not at the level of monks. "Both this and that are moving towards the direction of the staff who offer ready-made products for consumption." Reforms under the influence of the above factors, which make it necessary to speed up the process of transition from traditional education to a new stage of modern education, are increasingly moving in the direction of giving wide freedoms to learners and institutions in our country, factoring, integration with abroad, and introducing innovative educational technologies. Today, as a result of the democratization of education and the expansion of opportunities for "qualification maneuver" in education, the demand for specialists has increased. But traditional education could not meet these requirements. It was due to such situations that the demand for changes in content and form in the education reforms in Uzbekistan in the following years was in harmony with the reforms and was viewed as a factor in its development.

Each person essentially expresses his needs due to his behavior. As the educational process takes place in the system of personal needs, through it, a person not only goes through an important stage of socialization, but also affects the determination of his destiny as a result of the formation of new skills in his behavior. In this regard, Dolores Norton, who developed the concept of "double view" of human needs, divides the needs into two systems: 1. The feeder of the system, that is, the family and the environment surrounding this community, including culture; 2. The supporter of the system, that is, organization of supply of products and services, political power, economic resources, educational system.

In conclusion, it can be noted that people must learn norms and procedures, otherwise it is impossible to think about personal perfection. As long as it is beneficial and easy to move from non-conformity to conformity in the society, the efficiency of social control in the educational institutions of that society will increase. Viewing and valuing the social institution of education as a regulator plays an important role in ensuring normativity.

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