

**SOCIO-PSYCHOLOGICAL AND INDIVIDUAL-PERSONAL PSYCHOLOGICAL
FACTORS IN THE FORMATION OF DEVIANT BEHAVIOR AMONG MINORS****Akbar Begaliyevich Chimanov**

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Abstract: This article explores the formation of deviant behavior among adolescents within the framework of socio-psychological and individual-personal factors. It analyzes the impact of family, school, peer groups, and mass media on adolescent personality and behavior. Particular emphasis is placed on the role of individual characteristics such as temperament, character, self-esteem, and emotional stability in the emergence of deviant conduct. The paper highlights the interrelation between social and psychological determinants and stresses the importance of an integrated approach to preventing deviant behavior. Based on international research, the article underscores the significance of early prevention, improving family upbringing, strengthening the role of school psychologists, and fostering a positive social environment.

Keywords: deviant behavior, adolescents, socio-psychological factors, individual-personal characteristics, prevention.

In the current era of globalization and social transformations, the adaptation of minors to social life and their personal development take place under the influence of complex psychological and social factors. Adolescence is a crucial stage in human life when individuals develop self-awareness, make independent decisions, and form their own system of values. Therefore, socio-psychological crises that arise during this period often manifest as deviant behavior.

Deviant behavior refers to deviations from the norms and rules accepted by society — violations or rejection of these norms. The frequent occurrence of such behaviors in adolescence can be explained, on one hand, by the biological and psychological characteristics of the individual, and on the other hand, by the influence of the social environment.

First and foremost, socio-psychological factors play a decisive role in the formation of deviant conduct. The family serves as the primary environment for an adolescent's socialization. Unhealthy family relationships, parental neglect or excessive control, family conflicts, and economic difficulties negatively affect the adolescent's emotional stability. Likewise, the quality of the educational process and the teachers' individual approach determine the adolescent's level of social integration. Indifference at school or disciplinary methods based solely on punishment may trigger resistance in students and lead them to withdraw from normal social activities.

At the same time, peer groups are of great significance for adolescents. A teenager who strives to gain recognition within their group may attempt to achieve this not through positive but through negative actions. The influence of deviant peers may draw them into drug use, hooliganism, violence, or other antisocial activities.

In the modern era, the influence of mass media and the Internet — especially social networks and virtual spaces — requires special attention. The widespread dissemination of content that promotes violence, radicalism, extremism, or immorality directly affects adolescents' consciousness and gradually shapes their behavioral patterns.

Individual-personal psychological factors also play a crucial role in the development of deviant behavior. Each adolescent's temperament and character traits differ. Those who are hot-tempered, impatient, and unable to control themselves belong to a higher risk group. Adolescents with a low level of self-control find it difficult to adhere to social norms and are more likely to commit violations.

Motivational factors are also of great importance. Teenagers who have not yet defined their life goals or have no clear plans for the future often try to “prove themselves” through deviant activities. The level of self-esteem is another key factor. Low self-esteem may create feelings of inferiority and lead to negative behavior, while excessively high self-esteem may result in aggressiveness and defiance of social rules. Emotional instability, anxiety, and impulsivity also contribute to the intensification of deviant behavior.

The formation of deviant behavior is closely linked with both social and personal factors. For example, an emotionally unstable adolescent who lacks self-control and faces family problems may easily fall under the influence of deviant peers or violent online content. Therefore, it is insufficient to explain this issue solely from a social or psychological standpoint. A comprehensive approach that considers the interaction between social conditions and personal characteristics is essential. In this process, the joint efforts of families, schools, communities, psychological services, and government policies are of great importance.

International scientific research shows that reducing and preventing deviant behavior requires early prevention, improving the quality of family upbringing, strengthening the activities of school psychologists, developing healthy peer groups, and controlling harmful online content. Most importantly, it is necessary to ensure that minors feel valued in their social environment and have opportunities to gain recognition through positive activities. Participation in sports, culture, art, technology, and educational projects strengthens adolescents’ prosocial behavior. In addition, psychological counseling and emotional support services should be provided to meet their individual needs and offer timely assistance.

Conclusion

In conclusion, the formation of deviant behavior among minors is a multifaceted process that arises from the combination of socio-psychological and individual-personal factors. Addressing this issue requires a comprehensive approach that integrates family upbringing, educational activities at school, psychological services, social support, and government policies. Positive outcomes can only be achieved when these components function in harmony.

Therefore, the prevention of deviant behavior should not rely solely on punitive mechanisms but should be based on preventive, psychological, and socially adaptive integrative strategies.

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