

THE NEED FOR DIAGNOSTIC AND CORRECTION OF ANTI-SOCIAL BEHAVIOR IN PRIMARY CLASS STUDENTS

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Abstract: It is known that the foundation of moral culture is laid at the primary school age, which determines the more harmonious development of the individual and the whole society. There is a direct connection between the development of deviant behavior among the young generation and the increase in crime in society. Illegal behavior to do desire children and deviant behavior of teenagers development with increased is going Deviance behavior young people in education account taken need was social, biological and psychological to factors depends **This article** talks about these ideas and the main goal of the article is to develop aesthetic education by forming the behavior of students.

Key words: Deviant, behavior, deviation, prevention, morality standards, theft.

Enter. Research in the field of deviant behavior of the individual shows a direct connection between the growth trends of the illegal behavior of adolescents and the increase of family problems. We justify the expediency of forming the culture of behavior in children of primary school age on the basis of psychological and pedagogical features:

- ✓ the ability to establish long-term social relationships with peers without constant supervision of adults or older children;
- ✓ the desire to follow the moral standards set by adults;
- ✓ great offer and tendency to master moral ideas;
- ✓ the ability to openly express one's attitude to surrounding life events and objects;
- ✓ not the ability to control emotions and hide leading motivations.

These characteristics of a young student create favorable conditions for the formation of a culture of behavior in this age group. Determining the essence and characteristics of the formation of the culture of behavior made it possible to distinguish the theoretical rules that determine the approach to the problem under consideration.

Ethical culture is the observance of basic requirements and the rules of human society defined as ethical culture, the ability to find the right tone when communicating with others, today's ethical culture does not limit the characteristic of human moral qualities, this concept includes all aspects of the moral manifestation of a person. Based on the philosophical, pedagogical and psychological analysis of the problem of raising behavioral culture, it is concluded that behavioral culture is a complex integrated quality of a person, which is considered as a set of socially significant and personal-typological characteristics. We associate the problem under consideration with at least four aspects:

first of all, our society should prepare highly educated, highly spiritual people who have not only cultural skills, but also the necessary knowledge and personal qualities;

secondly, in the modern world, a small student lives and develops surrounded by various sources of strong influence, both positive and negative;

thirdly, education itself does not guarantee the sufficient level of moral education, because education is a personal characteristic that determines the attitude of a person to other people on the basis of respect and benevolence to each person in his daily behavior;

fourthly, it is also important to acquire knowledge about the culture of behavior, because they not only inform the young student about the norms of behavior approved in modern society, but also the consequences of violating the norms for others and for oneself. gives an understanding of.

The formation of the theory and practice of the problem of moral education is related to the researches of Gonobolina, A.N.Leontiev, A.A.Lyublinskaya, A.V.Petrovsky, N.E.Shchurkova, M.G.Yanovskaya and others.

The harmony of theory and practice in the formation of behavioral culture in children was expressed in the activities of the famous innovative teachers A.S.Makarenko. A.S.Makarenko, V.S.Sukhomlinsky, K.D.Ushinsky and others considered the problem of



formation of moral feelings and beliefs in their works. They formed the theoretical rules that reveal the foundations of the educational process. In the scientific-pedagogical literature (V.A.Armavichute, E.O.Galiskih, A.P.Karakovskih, etc.) the complexity of the tasks of moral formation and development of schoolchildren due to the change of the social environment has been mentioned several times. After analyzing and summarizing the components of the culture of behavior, we revealed the structure of the formation of the foundations of the culture of behavior, which includes the following components - cognitive, emotional and behavioral. As part of our research, we determined the content of these components for children of primary school age:

- ✓ **the cognitive component** is students' knowledge of cultural and ethical norms and rules, dormitory rules, behavior in public places, transport, being away, the art of conversation, etc.;
- ✓ **emotional component** - characterized by the presence of experiences and relationships related to the perception of all things related to the concept of behavioral culture and moral values of a person;
- ✓ **The operational component** includes the experience of cultural behavior that creates, deepens and strengthens certain experiences and relationships in young students.

the listener, which can be divided into three groups: natural (biological), social and pedagogical. In interaction with the environment and target influences (factors), the student is socialized, gets the necessary experience of cultural behavior.

In our opinion, the process of cultural and moral formation can be properly understood and revealed if the psychological and physical laws of personality development can be studied in depth. Therefore, pedagogical factors play a decisive role in the process of cultural and moral development in institutions for orphans and children left without parental care, because they are the most controllable factors.

It is important that pedagogical influences, on the one hand, correct the existing experience, and on the other hand, form a new one. The analysis of the activities of primary classes shows that children whose parents are deprived of parental rights, who refuse to fulfill their duties, lead an immoral lifestyle, and show cruelty and violence towards children

number is increasing. The number of orphans and children left without parental care is constantly increasing due to the irregularity of family life, its financial difficulties, and the decrease in marital stability.

According to psychological-pedagogical studies (A.V.Bykov, L.Ya.Oliferenko, I.A.Furmanov, T.I.SHulga, etc.), the violation of cultural and moral development in children deprived of parental care leads to permanent changes in the personality. Children's behavior is characterized by irritability, outbursts of anger, manifestation of aggression, causing conflicts with peers, inability to communicate with them.

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