

## **PSYCHOLOGISCHE BESONDERHEITEN DER RESOZIALISIERUNG VON SCHÜLERN IN SONDEREINRICHTUNGEN.**

**Kamilova Nadira Gayratovna**

Doktor der Psychologie. Staatliche Pädagogische Universität von Taschkent, benannt nach Nizami.

**Zusammenfassung:** Der Artikel zeigt das Problem der sozialen Anpassung von Schülern spezialisierter Einrichtungen für Kinder mit abweichendem Verhalten auf.

**Schlüsselwörter:** „Anpassung“, „Selbstakzeptanz“, „Akzeptanz gegenüber anderen“, „emotionale Behaglichkeit“, „Innerlichkeit“, „Beherrschungsstreben“, „Selbständigkeit“, „Selbstvertrauen“, „Einstellung zu den eigenen Pflichten“, „Entwicklungskommunikation“, „Organisation“, „Interesse am gesellschaftlichen Leben“,

## **PSYCHOLOGICAL PECULIARITIES OF RESOCIALIZATION OF PUPILS IN SPECIALIZED INSTITUTIONS.**

**Kamilova Nadira Gayratovna**

Doctor of Psychology. Tashkent State Pedagogical University named after Nizami.

**Abstract:** The article reveals the problem of social adaptation of pupils of specialized institutions for children with deviant behavior.

**Keywords:** "adaptation", "self-acceptance", "acceptance of others", "emotional comfort", "internality", "striving for dominance", "independence", "self-confidence", "attitude to one's duties", "development communication", "organization", "interest in social life",

There are many children in various countries of the world who, having committed this or that crime, entered the path of crime and do not know how to get off it, get lost and do not find their place in society. According to UNICEF statistics, there is a trend towards an increase in juvenile delinquency. The number of identified juvenile offenders in 2019 increased by almost 30% compared to 1990. Over 300,000 criminal acts are committed annually by adolescents, of which about 100,000 are committed by children who have not reached the age of criminal responsibility. In addition, more than a million administrative offenses are registered, the number of "bringing minors" to the police increases annually by an average of 12-15%, up to 30% of socially dangerous acts are committed by persons under 14 years of age. For 5 years, the number of wanted minors has increased by 25%<sup>1</sup>. Therefore, a comprehensive study of the psychological characteristics of the resocialization of

---

<sup>1</sup>Materials of the All-Russian scientific and practical conference // On the problem of crime prevention. - M.: VNII of the Ministry of Internal Affairs of Russia, 2019.

pupils of specialized educational institutions for children with deviant behavior acquires serious significance.

In the world, most of the research on the process of resocialization conducted by scientists is associated with the analysis of behavioral disorders and the use of resocialization technologies in cooperation with the family, educational institution and human rights bodies, the structure of juvenile justice, since the policy of an individual approach to each juvenile delinquent does not imply the creation of institutional institutions, having in view of the implementation of the readaptation process on an individual basis, special attention is paid to research aimed at correcting the factors leading to deviant behavior and the formation of models of prosocial behavior.

The official statistics of offenses in the Republic of Uzbekistan shows the dynamics of the decrease in criminal offenses. The problems of combating juvenile delinquency have always been particularly acute and relevant. Therefore, the scientific study of the psychological characteristics of the resocialization of minors with deviant behavior acquires serious significance. In this regard, it is advisable to deepen scientific research aimed at determining the level of maladaptation of juvenile offenders, the development of individual rehabilitation technologies for resocialization and adaptation of pupils.

Our experimental study was aimed at studying the reserializing influence of the rehabilitation space of a specialized educational institution on pupils and, on this basis, identifying the characteristic features of pupils' social adaptation.

To determine the level of social and psychological adaptation (SPA) of pupils, we used the questionnaire of K. Rogers and R. Diamond, the method for diagnosing a tendency to deviant behavior, the A.M. parishioners. 14 resulting indicators were obtained, namely:

1) indicators of propensity to deviant behavior: propensity to overcome norms and rules, propensity to addictive behavior, propensity to self-damaging and self-destructive behavior, propensity to aggression and violence, propensity to delinquent behavior;

2) integral indicators of socio-psychological adaptation: "adaptation", "self-acceptance", "acceptance of others", "emotional comfort", "internality", "desire to dominate";

3) the coefficient of social competence, indicators on the scales: "independence", "self-confidence", "attitude to one's duties", "development of communication", "organization", "interest in social life", expressed in coefficients (calculated as a ratio tabular and chronological age);

Before the start of the study, using the method of expert assessment of socio-psychological adaptation in a special institution, given by teachers, it gave grounds to divide the pupils into groups, depending on the nature of adaptation and success in the process of resocialization.

At the same time, the experimental group consisted of pupils experiencing difficulties in social adaptation and violating discipline. Given that no age differences were identified, this group included both adolescents and persons at the stage of early

adolescence.

The control group consisted of pupils who, according to teachers, are successfully undergoing the rehabilitation process in the institution and are characterized as successful in educational and educational activities, as well as being socially flexible and active.

The results of data processing in table 1 presents indicators of statistically significant differences.

Table No. 1

**Table No. 1. Indicators of statistically significant differences in the social adaptation of pupils**

Personality quality	Girls			boys		
	Medium values counter-I Group	Medium values expert _ Group	T	Medium values counter-I Group	Medium values expert _ Group	T
adaptability	138.0	116.6	1 2.37***	135.0	119.5	8.74***
Maladaptation	76.3	88.7	7.35***	73.3	93.8	11.56***
self acceptance	45.7	41.9	2.89*	42.8	44.96	1.89
Not accepting yourself	12.9	20.3	6.53**	12.9	23.1	238.5**
Acceptance of others	25.5	20.4	4.15**	23.95	21.1	1.89
Emotional Comfort	26.1	20.9	4.21*	24.5	21.0	2.99*
Internal control	50.1	44.7	4.68*	51.8	45.3	4.99**
External control	19.3	23.1	2.99*	19.2	25.9	5.23**
Vedomosti	15.9	17.2	1.39	15.4	18.3	2.92*
Escapism	15.8	16.1	1.45	14.95	18.0	2.99*
Setting for socially desirable responses	52.9	55.4	2.98*	51.8	55.0	3.01*
Tendency to overcome norms and rules	52.0	55.1	2.59	52.3	55.4	2.59
prone to addictive behavior	45.9	53.6	5.69**	45.8	53.2	5.12**
Tendency to self-injurious and self-destructive behavior	47.4	54.2	5.59**	46.4	59.0	11.93***
Propensity for aggression and violence	44.7	56.2	9.12***	44.8	59.0	13.28***
Volitional control of emotional reactions	50.4	53.9	2.89*	52	58.8	4.58**
Tendency to Delinquent behavior	45.3	52.3	5.8**	44.7	57.6	11.51***

Note: \* - significance level  $p < 0.05$ ; \*\* - significance level  $p < 0.01$  \*\*\* -  $p < 0.001$ ;

As the results of statistical processing of the empirical study show, the girls of the experimental group have lower adaptability scores and higher scores maladaptation , relative to the subjects of the control group. In a group boys from the experimental group indicators of adaptability also below the corresponding indicators of the subjects of the control group.

The girls of the experimental group are different from peers higher the level of self-rejection and low indicators of emotional and valuable attitude towards oneself.

The boys of the experimental group have more high rates of self-rejection compared to test subjects control group. These data confirm the opinion of teachers about the low self-esteem of pupils in the experimental group, and these features are more pronounced in the female sample. It is in adolescence that the active formation of self-evaluative judgments of a teenager about himself continues, predetermined by the specifics of interpersonal relationships with peers, and in early adolescence with adults. Disharmonious family relationships between pupils and parents determine the emergence of problems in self-acceptance among adolescents in the experimental study. groups. The destructive emotional and value attitude of these subjects towards themselves, manifested in low social adaptation, is noted in the works of M.K. Bardyshevskaya, I. S. Kona, I.V. Dubrovina.

Adolescents of the experimental group have a lower level of acceptance of others, they show a higher tendency to aggression and violence in interpersonal relationships. Thus, the data confirm that adolescents with deviant behavior, have aggressive tendencies in interaction with others and are prone to despotism in solving their problems, are found in the works of psychologists who have studied the problems of social adaptation of boarding school students. The use of defensive and compensatory reactions is mediated by the learned model of socialization in society, demonstrated in the family, as well as the preferred style of defensive reaction. Along with this, disharmonic interpersonal relationships in the family, revealed in the majority of pupils in the experimental group, are determined by their rejection of others.

At the same time, pupils are characterized by a lower control of emotional reactions, which is reflected in the specifics of interpersonal relations between pupils and conflict potential. Emotional imbalance can be determined by the difficulties of social adaptation and the rejection of discipline and order adopted in institutional institutions.

Pupils of the experimental group, than their peers from the control group, recognize control over the situation; have lower rates of internal locus of control, compared with the subjects of the control group. Girls tend to have increased external control. Perhaps this is due to the accentuation of the demonstrative type and the difficulties in accepting the discipline and conditions of detention in a specialized institution. At the same time, the above symptomatic complexes of social maladjustment, caused by difficulties in self-regulation, are due to the fact that pupils, being isolated, experience difficulties in sublimating energy into a positive direction, are characterized by an exacerbation of emotionality and difficulties in controlling emotions. In this regard, the redirection of responsibility for one's condition and behavior to others finds a solution in the need for external control.

The pronounced statement and escapism characteristic of the girls in the experimental group is presumably determined by the difficulties of their social adaptation. The inability to show independence in solving problems leads to flight

and the transfer of responsibility to other people, taking a dependent and adaptive position.

The subjects of the experimental group tend to delinquent, to self-destructive and aggressive behavior. All kinds of defensive reactions are a manifestation of low stress resistance and lack of frustration tolerance.

Self-destructive behavior is directly determined by the low emotionally valuable attitude of pupils towards themselves. Self-damaging behavior (tattoos, piercings, cuts) is a consequence of demonstrativeness and the desire of pupils to attract attention and receive a secondary benefit in the form of placement in the infirmary and exemption from training.

Addictive behavior, characteristic of most girls in the experimental group, is another manifestation of escapism and difficulties in adapting pupils. Even within the walls of the institution, they are looking for all sorts of means to satisfy the need for an addiction. Changes in the mental state and a tendency to an illusory-compensatory way of solving personal problems are nothing more than a manifestation of hedonistically oriented norms and values. The addictive behavior of pupils having a complex nature is deterministically caused. On the one hand, the reaction of imitation, on the other hand, a conscious desire to avoid the painful sensations of one's dependence on the circumstances.

Thus, the study shows that pupils of the experimental group with difficulties in social adaptation have a common profile: Namely: to verbal and physical aggression, addictive behavior, have low self-acceptance and acceptance of others, need external control, strive for independence, overcoming norms and rules, they are characterized by emotional discomfort. The girls of the experimental group think less about the consequences of their actions, are impulsive in their behavior and control their emotional manifestations, and are more driven.

Adolescents in the experimental group have lower rates of adaptability than their peers. This, in our opinion, is due to their socio-psychological qualities that distinguish them from their peers.

At the next stage of the study, we undertook the study of the psychological characteristics of the social and psychological adaptation and social competence of pupils.

$\bar{x}$ ), minimum ( min ), maximum ( max ) values for the sample, and standard deviations ( $\sigma$ ) were obtained (see Table 2).

table 2

Table No. 2. Indicators of social and psychological adaptation of pupils

No.	Indicators	Experimental group				Control group			
		X	min	max	$\Sigma$	X	min	Max	$\Sigma$
one	Adaptation	56.29	46.00	87.00	7.87	67.32	53.00	85.00	7.53
2	self-acceptance	68.75	54.00	93.00	8.88	78.61	60.00	94.00	8.99
3	acceptance of others	54.14	23.00	85.00	11.30	68.71	40.00	86.00	10.76
4	Emotion . Comfort	54.14	35.00	90.00	10.32	69.75	50.00	100.0	13.16
five	Internality	57.11	37.00	88.00	9.93	66.14	48.00	98.00	9.94
6	domination	49.11	26.00	91.00	12.67	51.21	0.00	78.00	14.06
7	Social Competence	-0.08	-0.40	0.20	0.15	0.05	-0.20	0.20	0.11
eig	Independence	-0.05	-0.30	0.10	0.10	0.00	-0.20	0.10	0.09



ht									
nine	Self confidence	-0.23	-0.60	0.00	0.16	-0.09	-0.30	0.10	0.12
10	Rel. to duties	-0.18	-0.60	0.20	0.20	-0.05	-0.40	0.10	0.11
eleven	Development of communication	-0.14	-0.60	0.20	0.22	0.00	-0.30	0.20	0.13
12	Arbitrariness	-0.29	-0.50	0.00	0.17	-0.17	-0.50	0.10	0.19
13	Interest in social life	-0.23	-0.60	0.00	0.16	-0.15	-0.40	0.10	0.14

As shown in Table. No. 2, the integral indicators of socio-psychological adaptation for the experimental group are lower than in the control group. This is especially true for the indicators "acceptance of others" and "emotional comfort", the indicators on the scale "desire for dominance" differs to a lesser extent. The general indicator of adaptation for pupils with ineffective resocialization lies within the age norm. These data are consistent with the expert assessment of the adaptability of pupils, which is much lower for the experimental group. The values of social competence are lower in the experimental group in terms of attitude to one's duties, arbitrariness, development of communication, self-confidence, as well as the total coefficient of social competence. Analyzing these results, they can be interpreted by the fact that the acceptance of others and emotional comfort are complicated by the very social situation of isolation and keeping in strict conditions of discipline, which pupils are not accustomed to, causes maladaptive tendencies in them. Low indicators of independence also demonstrate the infantilism and passivity of pupils in the implementation of the tasks of education and the performance of duties in a specialized institution. In the subjects of the control group, these indicators show a positive trend, indicating the effectiveness of the resocialization process.

Also, the dominant tendencies of the pupils of the experimental group are the extremely low rates of "acceptance of others", "emotional comfort" and "internality", which is also confirmed by extremely destructive expert assessments of teachers. Emotional discomfort and low internality prove the low adaptive ability of respondents to the conditions and norms of a specialized institution. Among the minimum indicators of social competence, there are those that are below the age norm, which is not typical for pupils in the control group (with normative behavior).

Significant differences between the averages according to Student's t -test at a significance level of  $p \leq 0.001$  were obtained between all integral indicators of SPA, except for the desire for dominance. A significant difference was also obtained between expert assessments ( $p \leq 0.001$ ) and indicators of social competence ( $p \leq 0.001$  and  $p \leq 0.01$ ), see Table. 3.

Table 3

Table number 3. *Significant differences between indicators of social psychological adaptation and social competence*

SPA indicators	Exp. Group		Counter. Group		T st	P
	X	Σ	X	Σ		
Adaptation	56.29	7.87	67.32	7.53	-5.36	0.001
self-acceptance	68.75	8.88	78.61	8.99	-4.13	0.001
acceptance of others	54.14	11.30	68.71	10.76	-4.94	0.001
Emotion . Comfort	54.14	10.32	69.75	13.16	-4.94	0.001
Internality	57.11	9.93	66.14	9.94	-3.40	0.001
Social competence	-0.08	0.15	0.05	0.11	-3.61	0.001

Self confidence	-0.23	0.16	-0.09	0.12	-3.65	0.001
Responsibilities	-0.18	0.20	-0.05	0.11	-3.12	0.010
Development of communication	-0.14	0.22	0.00	0.13	-2.76	0.001
Arbitrariness	-0.29	0.17	-0.17	0.19	-2.47	0.010
Expert assessments	19.14	2.30	28.00	2.82	-12.88	0.001

Thus, most of the indicators of socio-psychological adaptation obtained in subjective and expert assessments differ at a high level of significance for the experimental group compared to the control group. It can be said that both in terms of total indicators and in terms of particular components, the level of socio-psychological adaptation is lower among pupils (experimental group). The calculation of the differences between the averages makes it possible to judge the presence of a trend, which is confirmed by the indicators of three different methods.

As one of the main components of socio-psychological adaptation in this work, we considered social competence, which implies knowledge of the norms of social interaction and regulation of one's own behavior based on them. The composition of social competence includes the ability to navigate in social situations, correctly determine the personal characteristics and emotional states of other people, choose adequate ways to deal with them and implement these methods in the process of interaction. The author of the methodology used by us for diagnosing social competence defines this concept in terms of social age, i.e. the level of personal development (which is also consistent with the position of K. Rogers in the definition of socio-psychological adaptation). Social age depends on the degree of development of the personality of a teenager as an adult, independent, independent and responsible person. Social competence, thus, reflects full inclusion in the social world, finding one's place in it, developing one's own position, and forming a responsible attitude to one's duties [ 1; 42].

All indicators of the social competence of pupils in the experimental group are significantly lower than in the control group. This decrease is slightly manifested in relation to “independence” and “interest in social life” (that is, these aspects of social competence correspond to age in terms of development level). Commenting on this phenomenon, it should be noted that the dominance of independence and interest in social life is due to age-related changes, manifested by the need for adulthood of pupils. This factor is significant when building a resocialization program. The remaining subscales are presented evenly below: the pupils of the experimental group demonstrate a low level of development of the communicative and interactive side of communication compared to the control group, indicating a general immaturity and maladjustment of the pupils. The low level of social intelligence is also evidenced by the lack of formation of arbitrariness (organization, self-regulation), self-doubt and insufficiently responsible attitude to one's duties.

Data on three different methods of diagnosing socio-psychological adaptation are fully consistent with each other. Although in both groups there were individual subjects whose subjective assessment of their adaptability was significantly higher than the expert assessment (which can be explained by non-criticality to their condition, features of personal response to the actual practice of activity and relations

with others, compensatory and hypercompensatory tendencies in relation to themselves and to the requirements reality). However, these individual cases did not have the character of a group trend. In general, both on the material of descriptive statistics and on significant differences between the averages, we showed the internal consistency of these indicators.

The process of resocialization of the personality, i.e. its social recovery, the assimilation of social norms and values that are positive from the point of view of society, patterns of behavior, at its penitentiary stage involves the use of individual measures of a psychological and pedagogical nature, the organization of which should be based on knowledge of the individual psychological characteristics of persons who have committed offenses.

Programs for the formation of social normative behavior should include two components - a cognitive (formation of a social normative system) component and an emotional one (development of a positive emotional and value attitude towards oneself and others) - taking into account individual age, gender, motivational characteristics of behavior, characteristics assimilation and interpretation of information.

The main pedagogical conditions for the effective re-socialization of minors in specialized institutions are:

- A system of pedagogical, psychological and social work with the pupil, providing educational and corrective influence;
- a reasonable organization of rehabilitation, in which the important components are: the principle of humanism, natural and cultural conformity, individualization, openness, integration and functions: restorative, compensatory, activating, educational, corrective, preventive, and adaptive;
- providing primary, basic general and general secondary education, taking into account the level of education and the degree of intellectual and moral deformation of adolescents;
- Labor education, labor training, pre-professional and initial vocational training, productive labor.

### **References:**

1. K.Rogers. A look at psychotherapy. The formation of man. M.: "Progress", 1994. – 256 p.