

# **Causes of the Emergence of Deviant Behavioral Types and Methodology for Their Diagnosis**

Dilnoza Eshnazar qizi Ahmedova

PhD, Teacher, Department of Pedagogy and Psychology

Profi University, Navoi Branch

Phone: +998-93-310-89-80 | Email: axmedovad902@gmail.com



## **Abstract**

**This article discusses the growing social importance of psychology as a science that studies the interrelationship between society and nature. Special attention is given to the psychology of children with behavioral deviations, the relevance of the topic, types of deviant behavior, the factors causing such behavior, and methods for psychological diagnosis. The article also considers multidisciplinary approaches (psychological, pedagogical, legal, and sociological) to the problem of deviant behavior.**

**Keywords:** Psychology, deviant children, deviant behavior, prevention, social-psychological support, personality, social norms, radical adaptation, hyperadaptation, conformistic adaptation, conformist adaptation, deviant adaptation, social-psychological maladjustment, dependent behavior, suicide, aggression.

## **Introduction**

Psychology plays an essential role in studying the interactions between society and nature. Today, psychological knowledge is widely used in all areas of social life, reflecting the growing responsibility and prestige of psychology. As a result, the demand for professional psychologists is increasing, requiring the training of highly qualified specialists who can meet modern demands. Human behavior and psychological states have attracted attention since ancient times. Many scholars have conducted scientific research into the processes associated with human development from birth, identifying and analyzing complex aspects of the human psyche. One of the core focuses of psychology is deviant behavior, which refers to actions that deviate from socially accepted norms. Deviant behavior is a set of actions that violate or depart from the rules and norms accepted in society. This issue is being deeply studied not only by psychologists but also by doctors, educators, law enforcement, sociologists, and philosophers.

In psychology, the term “morality” is used to describe both the external and internal aspects of human activity. It is expressed through reasoning, communication, and other elements of human life. The study of morality as a psychological concept began in earnest in the early 20th century, especially during the rise of behaviorism. John B. Watson, a founder of behaviorism, in 1931 defined human morality as a continuous stream of activity aimed at fulfilling life's needs, becoming more complex as the organism develops. Initially, behavior was assessed only through

---

stimulus-response observation. Over time, the concept of morality expanded to include more complex psychological processes. Modern interpretations describe morality as a system of interaction between a living being and the environment, expressed through internal and external activity. External activity includes movement, communication, speech, and vegetative reactions, while internal activity encompasses motivation, goal setting, cognitive processing, emotional reactions, and self-regulation. The analysis of morality shows that it is inherently social and formed through interaction with society. Another stable feature of human morality is its link with verbal control and purposeful action, making moral development directly related to social integration. Adaptation to society varies by individual characteristics. Psychological literature distinguishes several types of social adaptation:

1. Radical adaptation – the person realizes themselves through change in society.
2. Hyperadaptation – the person influences society through their achievements.
3. Harmonized adaptation – self-realization based on societal demands.
4. Conformist adaptation – adaptation by suppressing individuality.
5. Deviant adaptation – self-realization through deviation from social norms.
6. Social-psychological maladjustment – interruption of self-realization and adaptation processes (1).

When evaluating human morality, the following characteristics are considered significant:

- Justification – internal readiness directed at needs and goals.
- Conformity – the degree of match with the situation.
- Flexibility – alignment with societal expectations.
- Authenticity – the naturalness of moral expression.
- Effectiveness – realization of conscious goals.

**Individual traits in moral behavior include:**

- Activity level – energy and initiative.
- Emotional expression – intensity and character of affect.
- Excitability – emotional elevation.
- Stability – consistency in various situations.
- Consciousness – understanding and explanation of morality.
- Voluntariness – self-control ability.
- Flexibility – ability to adapt to environmental changes.

Each of these indicators reflects the deep psychological essence of moral processes and is among the key criteria that define an individual's role in society. From a psychological perspective, morality is a complex system that expresses a person's relationship with the social environment through both external and internal activity. It reflects not only the individuality of a person but also the degree of their integration and harmony with society. The various forms of morality, types of socialization, and psychological indicators related to personal characteristics determine an individual's success and adaptability in social life. In this regard, a deep psychological analysis of morality serves not only to understand the individual but also to contribute to their upbringing and the resolution of social issues.

**Types of deviant behavior:**

1. Aggressive behavior (Destructive) – from Latin "aggressio" meaning attack.
2. Delinquent behavior – from Latin "delinquens," meaning improper actions, typically against the law.
3. Addictive behavior – from English "addiction," meaning a destructive habit or inclination.
4. Suicidal behavior – includes suicide attempts and suicidal thoughts.

There are several factors influencing deviant behavior. For instance, those which cause aggression are listed below:

**Aggression-related factors:**

1. Genetic: Inherited tendency to anger or aggression.
2. Physiological: Hormonal changes, hunger, cold, vitamin deficiencies, or medication effects.
3. Medical conditions: Diabetes, head trauma, neuroses, schizophrenia, Alzheimer's.
4. Psychological: Fatigue, overwork, insomnia, fear, and daily stress.

In the formation of an individual's personality—particularly during childhood—the micro-social environment, such as the family, close relatives, and educational institutions, plays a crucial role. From this perspective, the following micro-social factors may negatively affect a child's healthy psychological and moral development and potentially lead to delinquent behavior:

- Unmet need for affection and attention – When a child's emotional need for parental warmth and closeness is not fulfilled (for instance, due to a father's constant irritability or a mother's emotional neglect), it can lead to early traumatic experiences in the child's psyche.
- Physical or psychological violence within the family – The dominance of force and pressure, excessive or consistent punishment can negatively affect the child's psychological state and contribute to the development of defensive or aggressive behavior patterns.
- Factors limiting moral development – Especially the insufficient involvement of the father (e.g., absence or lack of active participation) can hinder the child's ability to fully grasp moral norms.
- Severe psychological trauma – Traumatic events such as serious illnesses, the death of a parent, exposure to violence, or parental separation can have a profoundly negative impact on a child's emotional development.
- Lack of appropriate demands and boundaries – When parents excessively indulge the child's desires without setting clear limits, it may impair the child's ability to perceive and internalize norms and boundaries.
- Excessive stimulation – Overly intense emotional interactions at an early age (for example, excessive closeness to parents or siblings) can lead to emotional imbalance and dependency in the child.
- Inconsistency in parental demands – When educational demands lack consistency and coherence, the child fails to properly understand behavioral norms, which disrupts social adaptation processes.
- Instability of the family environment – Frequent changes of guardians or caregivers can cause the child to lose a sense of security.
- Family conflicts and disputes – Ongoing conflicts between parents, especially physical altercations witnessed by the child, leave deep negative psychological marks.

• Parental personality traits – Sharp contrasts in parenting approaches (e.g., a non-demanding father and an overly permissive mother) can provoke ongoing internal conflicts within the child.

• Adoption of negative values – Exposure to inappropriate or delinquent values within the family or close social group can lead the child to consciously or unconsciously internalize these behavioral norms.

In contemporary psychological and pedagogical research, various manifestations of behavioral deviations in children and adolescents have been identified, and the complex factors contributing to their emergence are being studied comprehensively. According to experts, the following key factors may contribute to the occurrence of suicidal behaviors among youth:

**1. Biological and genetic:**

- Hereditary pathology.
- Predisposition to alcoholism.
- Genetic predisposition to mental illness.

Such factors directly affect the child's neuropsychological stability, leading to the development of inadequate and deviant behavioral patterns.

**2. Personal constitutional traits:**

- Nervous system type and temperament.
- Accentuated personality traits.

**3. Biopsychological regressions and behavior reactions:**

Various regressions in psychological development, low emotional stability, and insufficient adaptability in response to stressful situations can manifest as behavioral deviations..

**4. Social and macro-environmental factors:**

- Excessive emphasis on material values.
- Decline in spiritual traditions and beliefs.
- Deterioration of family structures.
- Influence of media and contradictory information overload.
- Lack of individual approach in education and unmet psychological needs.

Deviance among students can be diagnosed using the following methodology:

**“Personality Traits Assessment” test.**

Instructions: You are asked to answer a series of questions designed to help identify certain characteristics of your personality. There are no “right” or “wrong” answers. For each question, select the response that best corresponds to your personality and mark the appropriate column with a “+” sign.

While answering, please keep in mind:

1. Do not spend too much time thinking; mark the first answer that comes to your mind.
2. Avoid overthinking or spending excessive time on uncertain thoughts.

3. Try to answer all questions sequentially without skipping any. Some questions may seem unclear to you, but try to find the most accurate response anyway. Some questions may feel very personal, but your answers will remain confidential.

4. Do not try to create a favorable impression with your answers; they should be as truthful as possible.

**Questionnaire and answer sheet****Class \_\_\_\_\_ Gender \_\_\_\_\_****If you are agree, choose “Yes”; if you disagree “No”, if not sure “Sometimes”****“Personality Traits Assessment” Test**

No.	Questions	Yes	Sometimes	No
1	I always keep the promises I make.			
2	I have thoughts that I don't want to share with others.			
3	When I get angry, I often lose control of myself.			
4	Sometimes I gossip.			
5	At times, I have to talk about things I don't fully understand.			
6	I always tell the truth.			
7	I like to boast about myself.			
8	I am never late.			
9	I consider all my habits to be good.			
10	Sometimes I argue or quarrel with my parents.			
11	Sometimes I cross the street where it's convenient, not where it's allowed.			
12	I always pay the fare when using public transport.			
13	At times, I feel like swearing or using obscene language.			
14	Among my acquaintances, there are people I dislike.			
15	I have never violated social rules of conduct.			
16	I don't feel like studying or working.			
17	I could leave home and live elsewhere.			
18	I have been taken to the police for bad behavior.			
19	If I really want or need something, I can take another person's belongings.			
20	I am registered with the juvenile affairs department.			
21	People around me often offend me (give me nicknames, beat me, or take my things).			
22	I have relatives or acquaintances who have been convicted.			
23	I have strong desires that I feel must be fulfilled.			
24	I have a desire for revenge to restore justice.			
25	I don't trust people around me.			
26	I want to be great and powerful.			
27	I feel hopelessness, sadness, and suppressed anger.			
28	I envy my classmates, other people, and adults.			
29	If something is not allowed but you really want it, then it's permissible.			
30	Powerful and wealthy people don't have to follow all the rules and laws.			
31	I smoke tobacco.			
32	I drink beer or other alcoholic beverages.			
33	I have sniffed glue or paint, or used psychoactive substances.			

34	My parents often drink alcoholic beverages.			
35	My friends smoke or drink alcohol.			
36	People drink alcoholic beverages to lift their mood.			
37	Drinking alcohol and smoking are signs of maturity.			
38	I feel like drinking or smoking when I'm lonely or facing problems at home or school.			
39	Children drink and smoke because it's fashionable and easy to obtain.			
40	Children drink or smoke out of curiosity or foolishness.			
41	Enjoyment is the most important thing one should strive for in life.			
42	I need strong emotions and experiences.			
43	I would like to secretly try alcohol, tobacco, or drugs.			
44	The harmful effects of alcohol and tobacco on people are exaggerated.			
45	If people around me drink or smoke, I will do it too.			
46	I rarely feel compassion for people or animals.			
47	I often argue or quarrel with teachers or classmates.			
48	I frequently argue with my parents.			
49	I do not forgive insults.			
50	When I'm in a bad mood, I might make someone else upset too.			
51	I like gossiping about others.			
52	I want everyone to obey me.			
53	I prefer to resolve disputes through fighting rather than words.			
54	Together with my friends, I might break something or disturb strangers.			
55	I often feel disgust, hatred, and anger.			
56	I sometimes feel the urge to break something, shout, slam doors, or start a quarrel.			
57	When angry, I might shout or hit someone.			
58	I would gladly participate in some kind of fighting or conflict.			
59	If I dislike something, I might deliberately damage someone else's property.			
60	I want to be big and strong.			
61	I feel that no one understands or cares about me.			
62	I feel hopeless, as if nothing depends on me.			
63	Sometimes I might harm myself.			
64	If the salary were good, I would take a job that might endanger my life.			
65	I think that by hurting myself in different ways, I can attract adults' attention and make them treat me differently.			
66	I feel guilty in front of others or my parents.			
67	I cannot solve my problems on my own and wait for others to help me.			
68	I have many unfulfilled dreams.			
69	I don't think of myself as a good person.			
70	I don't always understand what is allowed and what is not.			
71	I often find it difficult to make decisions.			
72	When standing on a bridge, I sometimes feel like jumping down.			
73	I feel a need for warm and trusting relationships.			
74	Sometimes deliberately enduring pain feels pleasant to me.			
75	I feel a need for an emotionally intense life.			

---

**Scale Description**

**Block 1 (Questions 1–15)** assesses adolescents' tendency toward socially conditioned behaviors (including the sincerity of their responses), social conformity, and the degree of inclination toward disruptive, antisocial, or deviant orientations. It also evaluates the likelihood of susceptibility to peer influence, the dynamics of social relationships, group opinion, and the level of consistency in behaviors.

Average scores on this scale correspond to adolescents who demonstrate age-appropriate characteristics, particularly those who engage in communication as a foundation for leading activities, intellectual development, and personal growth.

Low scores may indicate poor social adaptation, social isolation, or even exclusion from peer groups, as well as the adolescent's tendency toward shyness or withdrawal.

High scores suggest a high degree of adaptability to the group but may also reflect a dependence on the group, other people, or social interaction.

**Block 2 (Questions 16–30)**

This block assesses delinquent behaviors that precede actual criminal acts, evaluating actions that violate legal norms, social order, and threaten the welfare of others. It includes any prohibited acts or failures to act that undermine societal rules.

Delinquent behaviors include:

1. Administrative offenses — violations such as traffic rule breaches, minor vandalism, use of obscene language in public, insulting citizens, public consumption of alcoholic beverages, and appearing intoxicated in public places.

2. Disciplinary violations — failure or improper fulfillment of direct obligations, unexcused absences from classes by adolescents, being under the influence of alcohol, drugs, or toxic substances at educational institutions or public places, consumption of alcohol, drugs, or toxic substances, and violations of safety regulations.

3. Criminal acts — socially dangerous acts prohibited by criminal law and punishable by sanctions, including theft, infliction of bodily harm, vehicle theft, vandalism, terrorism, and other offenses. Criminal responsibility is applied starting from age 16; for some crimes, from age 14. Acts considered criminal but committed by individuals not subject to criminal responsibility may lead to educational or corrective measures, such as placement in special educational institutions.

**Block 3 (Questions 31–45): Addictive Behaviors (Addiction to Harmful Habits)**

This block assesses addictive behaviors, including:

1. Substance abuse — misuse of various psychoactive substances that alter mental states, including alcohol and tobacco use, up to the point of developing dependence.

2. Disruptive behaviors — expressed as a desire to escape reality by altering one's mental state through the intake of certain substances or through continuous engagement with specific objects or activities, often accompanied by intense emotional experiences.

3. Behavioral disorders — addiction is viewed not as a disease but as a disturbance in behavior.

Different types of addiction should be considered:

- Traditional (chemical) addiction — dependence on psychoactive chemical substances.
- Intermediate — food-related addiction (such as hunger or overeating).

---

- Non-chemical addictions — including gambling addiction; erotic addictions (love, escapism, sexual addiction); socially acceptable addictions (workaholism, sports addiction, shopping addiction, addiction to social interaction, religious addiction); technological addictions (internet addiction, substance abuse); addictions to social networks, mobile phones, SMS, television; and unclassified addictions (addiction to pleasure, collecting, fanaticism, spiritual searching).

**Block 4 (Questions 46–60): Aggressive Behaviors**

This block evaluates aggressive behaviors directed toward others, including verbal and physical aggression, hostility, negativism, rudeness, and vindictiveness.

- Adolescents often show aggression by opposing their parents and showing respect instead to others around them; this characteristic is typical for adolescence.
- Aggression manifests in various forms and becomes a personality trait.
- Aggressive behavior can be physical, verbal, or indirect; it may appear as protest, suspicion, or negativism.
- Physical and verbal aggression are overt, while other forms are covert, including vandalism, passive witnessing of violence, damaging property or clothing, irritability, constant dissatisfaction, blaming and criticizing others.

All forms of aggressive behavior represent the adolescent's stubborn support of themselves. Since the child's primary needs are freedom and self-determination, an educator who restricts the child's freedom of action suppresses the natural forces of development.

**Block 5 (Questions 61–75): Self-harming (autoaggressive) behaviors**

This block assesses self-harming behaviors, the desire to inflict pain or physical harm on oneself, and conscious attempts or incomplete attempts to give up on life.

According to age characteristics, adolescents in this group show high emotional sensitivity and low resistance to stress. They often lack established coping models to deal with external problems and internal experiences. The need for close peer relationships, the desire for independence from adults, and experiencing adolescent crises indicate that these adolescents are at risk and require special attention.

Scoring:

- Each response is scored as follows:
  - “Yes” — 2 points,
  - “Sometimes” — 1 point,
  - “No” — 0 points.
- The maximum possible score for each scale is 30 points.

Interpretation of results:

- 21 to 30 points — indicates a high level of socio-psychological adaptation;
- 11 to 20 points — indicates a mild level of socio-psychological adaptation;
- 0 to 10 points — indicates absence of signs of socio-psychological adaptation.

Scale Number	Scale Name	Score Range	Interpretation
I	Socially Conditioned Behavior	0-10	Absence of socially conditioned behavior, individualization
		11-20	Presence of socially conditioned behavior
		21-30	Developed socially conditioned behavior
II	Delinquent Behavior	0-10	Absence of delinquent behavior signs
		11-20	Situation-dependent tendency towards delinquent behavior
		21-30	Developed model of delinquent behavior
III	Addictive Behavior	0-10	Absence of addictive behavior signs
		11-20	Situation-dependent tendency towards addictive behavior
		21-30	Developed model of addictive behavior
IV	Aggressive Behavior	0-10	Absence of aggressive behavior signs
		11-20	Situation-dependent tendency towards aggressive behavior
		21-30	Developed model of aggressive behavior
V	Suicidal (Autoaggressive) Behavior	0-10	Absence of suicidal behavior signs
		11-20	Situation-dependent tendency towards suicidal behavior
		21-30	Developed model of suicidal behavior

The average group indicators ( $M \pm m$ ) of adolescents' tendency toward deviant behavior, presented in points (scores) (4).

Indicator (in points)	Younger Adolescents (10-12 years) n=906	Middle Adolescents (13-15 years) n=919	Older Adolescents (16+ years) n=87
Socially Accepted Behavior	$15.44 \pm 0.18$	$17.28 \pm 0.18$	$18.55 \pm 0.60$
Delinquent Behavior	$7.63 \pm 0.21$	$8.95 \pm 0.21$	$9.25 \pm 0.63$
Addictive Behavior	$5.90 \pm 0.19$	$8.19 \pm 0.20$	$9.37 \pm 0.61$
Aggressive Behavior	$6.82 \pm 0.25$	$9.20 \pm 0.21$	$9.98 \pm 0.96$
Suicidal Behavior	$10.09 \pm 0.27$	$10.87 \pm 0.23$	$11.44 \pm 0.80$

This methodology effectively serves to diagnose all types of deviant behavior in individuals. Psychologists in general education institutions can use this method to identify the specific type of deviant behavior present in a student and provide an individualized approach to that student.

In conclusion, a person's behavior plays an important role in their healthy socialization within society. Working with children exhibiting deviant behavior, timely identifying their problems, and providing necessary support remain pressing tasks for psychologists, educators, parents, and other specialists. Therefore, by deeply studying this field of psychology and implementing it in practice, it is possible to ensure social balance in society.

**Reference**

1. Olimov L.Ya., Nazarov A.M. “Xulqi og‘ishgan bolalar psixologiyasi” o‘quv qo‘llanma. Tafakkur avlodi- 2020y.
2. Sulaymonova T., Saidjahonova M. “Tarbiyasi Qiyin o‘smirlar bilan ishlashning o‘ziga xos xususiyatlari” nomli maqola. 2024-yil 18-mart.
3. Sobirova N.R. “O‘smirlilik davri psixologiyasi va inqirozi” nomli maqola. 2024-yil.
4. “Shaxs xususiyatlarini o‘rganish testi va uning interpretatsiyasi, delikvent xatti - harakatlar tushunchasi” nomli maqola. <https://pedagoglar.org/02/article/view/592>