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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

PEDAGOGICAL BASES OF WORK ON PREVENTION OF DEVIANT BEHAVIOR IN UPPER CLASS PUPILS

Speciality: 5804.01 - General pedagogy, history of pedagogy
and education

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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance and study degree of the topic. The Republic of Azerbaijan has reached a new development stage in the modern era. The material and technical foundation of our state has been strengthened, important positive progressive changes have occurred in our country, and the population's standard of living has increased significantly as a result of radical reforms carried out in all aspects of public life.

On the other hand, it should be mentioned that during the transition to a new stage of development, people lost part of the moral values, norms, and regulations inherent in our society as a consequence of the effect of deviant influences reflected in social life. That is why, in recent years, elements of deviant behavior among young people, as well as in high school students of general education schools, have commenced to cause public concern, and deviant behavior issues have begun to attract the attention of doctors, sociologists, social psychologists and criminologists. Thus, in addition to the development of culturally admirable manifestations (political involvement, economic activity, etc.), the recent occurrence in society of unpleasant deviant events (violence, alcoholism, drug addiction, suicide, etc.), particularly among high school students, is of worry.

Society has expressed grave worry over the issue of the growth of antisocial behavior among schoolchildren, especially among high school students. There is currently a need for a thorough socio-cultural analysis and in-depth scientific pedagogical-psychological investigations based on actual facts in order to improve the techniques of prevention and elimination of this problem.

This issue is particularly relevant in our country in the modern era, when fundamental changes are taking place in all spheres of social life and old norms of behavior characteristic of socialist society have lost their importance. The inconsistency and contradiction between expectations and reality increases social tension in society, prompting people to deviate from the established norms and create an appropriate pattern of behavior. As a result, in acute socio-economic conditions, the norms themselves undergo substantial changes.

It should be mentioned that such deviation falls under the sociology's general definition of deviant behavior. In this case, a person's behavior does not correspond to the applicable societal standards and expectations. The investigation and elimination of the causes, circumstances, and factors that give rise to such social events and manifestations at the stage of independent development of our country has therefore become the most urgent task in modern scientific pedagogy, a field of science about the upbringing of young generations in a broad sense. This is a result of the rise in numerous deviant behaviors (alcoholism, suicide, criminality, etc.), as well as the complementarity and interconnectedness of these behaviors among middle-school kids and particularly high school students. The minimum age for committing many various types of crimes among kids is getting lower. In light of this, it is crucial from a social and political perspective to do thorough scientific and pedagogical research on the issue at hand and identify potential channels and tools for influence.

For a long time, scientists have concentrated their attention on the issue of deviant conduct and its prevention. The solution to this issue has been the focus of pedagogical, psychological, and sociological research by numerous national and international academics. Thus, psychological experts E.V.Zmanovskaya, Y.A. Kleyberg, E.V.Sayenko, M.V.Lvova, and S.M.Huseyn, sociological experts Y.I.Gilinsky, and educational experts M.A.Kovalchuk, N.M.Nogovitsyna, T.A.Kachmazov, and E.A.Potolova examined the issue of deviant conduct among have done research in this area.

A dissertation on “The Influence of Social-Psychological and Economic Factors on the Deviant Behavior of Young People (in the Example of the City of Ganja)” is being written in our nation by S.S. Guliyeva. His articles such as “Aggression as one of the primary determinants of deviant behavior,” “Causes of criminal behavior and its rehabilitation,” etc. have been published

S.M.Huseyn received the scientific title of Doctor of Philosophy in psychology after successfully defending his dissertation on “The function of national and moral values in the elimination of deviant conduct of youths.” In his research work, he demonstrated the socio-psychological, psychophysiological, and strategies to control some

deviant behaviors of teens, as well as the role that national and moral values play in preventing deviant behavior in teenagers.

Apparently, the authors cited above appear to have researched the issue of deviant behavior from a psychological perspective. Our research aims to look into this issue from a pedagogical direction.

The dissertations by R.S.Aliyev and G.G.Huseynova deserve appreciation in terms of the subject. Thus, in 2003, R.S.Aliyev involved in the research “The system of work on the re-education of teenagers”, and in 2018, G.G.Huseynova “Preparation of students for training and education work with teenagers in need of re-education” and defended their dissertation. For us, the issue of re-education is particularly crucial from a scientific and educational standpoint because it jives well with the issue of deviant behavior.

The civilized engagement of high school students who are approaching independence in the life of the evolving society is one of the key objectives of family, school, and society in modern times. This process is slowed considerably by the absence of effective programs, teachers who are properly equipped to deal with students who exhibit deviant conduct, and a methodically weak support system. Given the social significance of a thorough research of high school students' deviant behavior and its prevention from a pedagogical perspective in contemporary circumstances, we thought it was acceptable to select this issue as the dissertation's topic.

Therefore, a variety of social, pedagogical, sociological, and psychological aspects influence the significance of the issue we are researching in the dissertation. We identified the research topic as "Pedagogical bases of work on the prevention of deviant behavior in high school students" taking into consideration the aforementioned clauses.

The object of the research is high school students with deviant behavior.

The subject of the research is deviant behavior and its prevention in the conditions of new pedagogical thinking.

The purpose of the research is to develop the theoretical and methodological aspects of the prevention of deviant behavior in high school students and to support an effective approach to the organization

of the prevention process.

Tasks of research:

- to determine the theoretical basis of work on the prevention of deviant behavior in high school students;
- to clarify the essence of the concept of “deviant behavior” of high school students, the types, forms and dynamics of deviant behavior;
- to analyze biological, psychological, sociological approaches to the research of deviant behavior of high school students;
- to bring to the center of attention the essential directions of the state policy on the prevention of deviant behavior of high school students;
- to develop a theoretical model of pedagogical prevention of “deviant behavior” of high school students;
- to determine the factors influencing the emergence of deviant behavior of high school students;
- to clarify the possibilities of the training process and extracurricular activities in the prevention of deviant behavior of high school students;
- to show the role of school and family cooperation in the prevention of deviant behavior of high school students;
- to create a clear idea of the organization, conduct and results of the experiment.

Research methods. Research methods such as theoretical analysis and composition, pedagogical observation, pedagogical interview, questionnaire survey, document study, mathematical-statistical, pedagogical experiment were used during the research.

Main clauses defended:

- Determining the pedagogical bases of the work on the prevention of deviant behavior in high school students, familiarizing the members of the pedagogical team with the effective ways of implementing prevention results effectively;
- When the possibilities of the educational process and extracurricular activities are skillfully used, the work on the prevention of deviant behavior in high school students becomes more effective;
- When the joint work of the family and the school in the field of education and training with schoolchildren is aimed at the spiritual and

moral development of the student (deviant), the personality of the student is formed correctly;

- the organization of preventive work with high school students with deviant behavior results more effectively in the conditions of a complex approach;

- Creating an educational and developmental environment, taking into account hereditary factors, a comprehensive approach to the intellectual, emotional-volitional and activity spheres of the personality enables the development of the moral and general culture of upper-class students and increases the efficiency of the process of prevention of deviant behavior.

Scientific novelty of the research.

In the dissertation:

- A system of work on their application was developed after the pedagogical foundations of work on the prevention of deviant conduct in high school students were specified.

- The features of the prevention of deviant behavior among high school students in the training process and extracurricular activities were clarified, and the model and main directions of the prevention of deviant behavior were developed.

- The methods, principles, guiding principles and forms of work on the prevention of deviant behavior of high school students are defined and justified.

- For high school students exhibiting deviant behavior, a strategy for socio-pedagogical and psychological support was devised.

The theoretical significance of the research. The scientific arguments made in the dissertation will add fresh insights to the theory of pedagogy and ensure that the effort being done to avoid deviant conduct in high school pupils is grounded in science.

Practical significance of research.

1. He will provide his expertise in the organizing of the work on the prevention of deviant conduct of high school pupils to the pedagogical teams of secondary schools during the training process.

2. The results of the research can be used in the teaching of “Pedagogy”, “Social pedagogy”, “Pedagogical psychology” courses included in the curriculum of higher pedagogical schools.

Approbation and application of research results. The proposed work system was implemented in Mingachevir City No. 4 general education school. Articles on the subject of the issue was considered in the dissertation, articles were published in periodical scientific journals recommended by the High Attestation Commission under the President of the Republic of Azerbaijan (including two articles abroad). The applicant has also given reports at international and republican scientific conferences, the abstracts of the reports (including two conference materials) have been published abroad.

The name of the institution where the dissertation work was performed. The dissertation work was carried out in the Department of Theory and History of Education of the Institute of Education of the Republic of Azerbaijan.

The total volume of the dissertation with a symbol indicating the volume of the structural sections of the dissertation separately. The dissertation was written in accordance with the requirements established by the Higher Attestation Commission under the President of the Republic of Azerbaijan.

The dissertation consists of an introduction (15804 conventional symbols), two chapters (the first chapter contains 5 paragraphs and receives 113552 conventional symbols, the second chapter contains 4 paragraphs and receives 93405 conventional symbols), a conclusion (7461 conventional symbols), a list of references, and a section called "Appendices". The total volume of the dissertation is 230222 conditional symbols.

MAIN CONTENT OF THE RESEARCH

The **introduction** substantiates the relevance of the topic, provides brief information about the object, subject, purpose, objectives, methodological basis, research methods, scientific novelty, theoretical and practical significance, reliability, application and approbation of the results.

The first chapter of the dissertation is called "Theoretical bases of work on the prevention of deviant behavior in upper class pupils" and consists of 5 paragraphs. The first paragraph of this chapter

is entitled *“The essence, types, forms and dynamics of “deviant behavior”*. Here, the essence of the main concepts and categories of the research are revealed, the causes of deviations in the behavior of upper class pupils and the features of their development are identified, theories on pedagogical prevention of deviant behavior of upper class pupils in national and foreign pedagogy are analyzed, types and forms of deviant behavior are classified, the dynamics of deviant behavior among upper grade pupils have been specially developed and presented.

When studying the classification of behavioral deviations of upper class pupils, we see visually that they have different forms of manifestation. There are common features of different forms of behavioral disorders, and these features allow us to determine the criteria for which deviation group to belong. One of such features is called destructive. Indeed, in general, deviant behavior can lead to the breakdown of something (health, relationships, personality, social order), and even the end of one's life.

Therefore, the term "deviant behavior" is the basis of our research.

In the newest psychological-pedagogical dictionary, deviant (deviation from the English word - deviation) behavior is described as an action that does not comply with the officially established or actual established moral and legal norms in the existing society (social group) and leads to isolation, treatment, correction or punishment of the violator. Synonyms for the term "deviant behavior" are: "deviant behavior", "non-normative behavior", "deviation", "addictive behavior".

By defining deviant behavior as deviant behavior, we also want to emphasize that social norms are a dynamic process. This, in turn, allows us to describe abnormal behavior as a historical (natural) character. Examples include smoking or alcohol consumption, depending on the time frame and the country's development dynamics. So, deviant behavior is not different at a given time and for the intended society, but simply a violation of the most important social norms.

From the above, it can be concluded that roles that do not comply with generally accepted norms can be called a form of deviant behavior.

Deviant behavior can appear in different ways (alcoholism, drug addiction, murder, corruption, crime, homosexuality and etc.)

A review of some forms of deviant behavior and prevalence

dynamics led to the following conclusions:

- the deviant behavior of today's youth embodies the most dangerous destructive tendencies for our country;

- deviations from social norms, despite their diversity, have some common causes that lead to their growth and spread. In essence, they give rise to objective and subjective contradictions of social development, which in turn disrupts the interaction of the individual with the social environment and results in the emergence of forms of behavior that are not specific to the existing system of norms;

- the fact of the relative interaction between the forms of deviations acts as a general pattern of deviant behavior. These interactions may take the form of induction of several social pathologies. In this case, one situation reinforces another, the spread of one form of deviation allows the emergence of another, the involvement of a upper class pupils in one or another deviant action arouses interest in another;

- the severity of deviantological problems in our country has a general genesis and makes it necessary to create an effective preventive system;

- in the fight against negative forms of non-normative behavior, preventive work, organized taking into account the identification of the causes of deviations, plays a key role.

Various theories are considered in the second paragraph of the first chapter, entitled "*The main directions of studying deviant behavior*". As a result of our research, we have come to the conclusion that it is impossible to express any definite opinion about the causes of deviations among upper class pupils only through pedagogical research.

Modern knowledge of the deviant behavior of upper class pupils gives us an initial idea that it is the most difficult form of social behavior. Unfortunately, a unified theory of personality deviant behavior has not yet been formed. At the same time, extensive information on this issue is reflected in medicine, biology, psychology, sociology, law and so on.

The analysis of foreign and national psychopedagogical literature allowed us to distinguish biological, psychological and sociological approaches in the study of deviant behavior.

The biological approach combines the concept of anthropological

determinism, the theory of constitutional types, endocrine and chromosome theories.

Psychological approach is reflected in psychoanalytic theory, A.Adler's individual psychology, humanistic theory, empirical approach, theory of clinical criminology.

The social approach is of particular interest, including theories such as anomie, culture, social learning, stigmatization, and conflictology.

Thus, the main causes of deviant behavior of upper class pupils are a conglomerate of biological, sociological and psychological conditions that negatively affect the underdeveloped personality.

The third paragraph of Chapter I is devoted to the definition of "*Main directions of state policy on prevention of deviant behavior*". At present, our society must accept that along with positive changes, social problems that directly affect the development and formation of children and youth are also manifesting themselves sharply. In the current situation, one of the most pressing and socially important issues of family, school and public education is to prevent the increase of deviations and increase the effectiveness of preventive measures. An important direction of the work of pedagogical staff in the secondary school is the socialization of the growing generation, the formation of appropriate conditions for the development of personality and social and legal culture in upper class pupils.

Since the growing growth of various manifestations of deviant behavior poses an important social problem for society, it must be addressed in a timely and effective manner. Certain approaches have been formed to the problem of preventing deviant behavior in the practical activities of state bodies, other organizations and departments for social protection of the population, the choice of appropriate means of struggle and specific areas of work.

The measures taken to combat and prevent deviations among young people in the framework of state policy in our country have shown that quite high results have been achieved in this area.

Reforms in the school education system have had a positive impact on the development of deviant behavior of upper class pupils. Despite some shortcomings, they can be considered effective measures of anti-deviant policy implemented by the state.

The fourth paragraph of Chapter I is entitled "*Theoretical model of pedagogical prevention of deviant behavior in high school students*". We tried to develop a theoretical model of pedagogical prevention of deviant behavior of upper class pupils. This model includes pedagogical work with upper class pupils, theoretical and methodological training of teachers, and work with the family.

In the model of prevention of deviant behavior of upper class pupils, we have tried to emphasize the following methods of work: informant (provision of necessary information on legal norms of conduct); method related to the acquisition of behavioral habits (analysis of specific life situations related to behavioral disorders, through discussions and problem analysis, which promotes the expansion of knowledge); positive - constructive method (organization and holding of trainings aimed at increasing psychological stability, relieving tension, reducing anxiety, increasing confidence, etc.). We considered it expedient to use a number of forms of work organization (lectures, talks, seminars, conferences, debates, sociological surveys, demonstrations of video materials, etc.) in the organization of preventive work.

According to our model, training for preventive work with teachers on the prevention of deviant behavior of upper class pupils is organized in the following forms: pedagogical councils, round tables, workshops, scientific-practical conferences, lectures by specialists, methodological associations, psycho-pedagogical trainings.

As a result of our research, we have come to the conclusion that the decisive role in the initial prevention of deviant behavior of upper class pupils falls on educators. However, their work should not end with a direct educational impact on pupils, he/she should rely on the capabilities of parents in this matter and work in a certain way.

Preventive work with family and parents is one of the next directions of our model. They have great potential in the prevention of deviant behavior. It should also be noted that parents have a great deal of life experience, as representatives of various professions, they can clearly see that the acquisition of harmful habits affects productivity. The participation of parents in preventive measures is important for upper class pupils.

During the study, we emphasized the important role of parents, teachers, and other professionals in the work of upper class pupils (school psychologists, police nursery staff, etc.).

As a result of our analysis, we conclude that scientific research on the problem of deviant behavior has developed a comprehensive system of preventive action, involving experts in various fields and examining the system of facts, trying to comprehensively cover the problem. Prevention of deviant behavior of adolescents necessitates the development and implementation of special preventive measures. It also provides a basis for the implementation of a system of preventive measures at the legal, social, medical, psychological and pedagogical levels.

In general, in our country today, the main preventive measures for deviant behavior of adolescents and senior students of early adolescence are focused on the following important indicators:

- ensuring reliable psychological and pedagogical protection of children and adolescents;
- formation of socially valuable traditions in the environment of adolescence, which can suppress and eliminate criminal and addictive situations;
- support of youth organizations with positive goals and prevention of activities of antisocial groups;
- carrying out youth policy meeting modern requirements;
- support of the family institution;
- to promote the development and renewal of social work;
- active work with "difficult families";
- creation of equal opportunities in the field of education;
- raising the level of literacy and social responsibility of the population;
- increasing the role of the family and school in society;
- improving the laws on the protection of children's rights, the establishment of organizations aimed at assisting adolescents and senior students of early adolescence.

Thus, we believe that the model we have developed for the pedagogical prevention of deviant behavior of upper class pupils will lay the foundation for the growth of a healthy generation and can

influence the choice of goals for upper class pupils in their future lives.

Table 1

Model of pedagogical prevention of deviant behavior among upper class pupils

Direction of activity	work with upper class pupils	Training of pedagogue	Work with parents
The content of the case	<ul style="list-style-type: none"> - building spiritually healthy relationships and adapting to the social environment of upper class pupils; - correction and elimination of negative personality traits that affect the development of deviations; - awareness of deviant behavior problems; - involve his/her socially active activity based on the positive interests and tendencies of the upper class pupils <p>implementation of programs aimed at shaping the law-abiding behavior of pupils, conducting trainings</p>	<ul style="list-style-type: none"> - to inculcate upper class pupils in effective communication skills with their parents; - formation of basic professional knowledge on prevention of deviant behavior; - development of skills and habits for the implementation of prevention programs; - Improving pedagogical skills for providing psycho-pedagogical support to upper class pupils; - development of methodological support for teachers to conduct pedagogical prevention in secondary schools. 	<ul style="list-style-type: none"> - active involvement of parents in the prevention process; - awareness of the problems of behavioral disorders in upper class pupils; - development of joint measures in preventive work based on cooperation and interaction; - formation of constructive interaction of parents with teachers in the process of prevention of deviant behavior of upper class pupils.
Forms of preventive work carried out at school	<p>Consultations with experts; demonstration of video materials; role-playing games; competition of creative works; seminars, debates; trainings, use of tests.</p>	<p>Seminars, pedagogical councils, scientific-practical conferences, methodical associations, master classes, trainings.</p>	<p>Parent meetings, open days, individual consultations with specialists, trainings.</p>

In the fifth paragraph of Chapter I, entitled “*Factors determining deviant behavior in high school students*” we have tried to investigate the specific causes of deviant behavior. As a result, we have highlighted the following among the factors influencing the development of deviant behavior in upper class pupils:

- individual-psychological characteristics of minors that lead to the formation of behavioral deviations: disorders in the emotional-volitional sphere;

- accentuation of the character of the teenager, as the last variant of the norm;

- against the background of contradictions of physiological and psychological development, the rapid crisis of adolescence, the desire to grow up;

- the negative impact of communication in informal groups on the formation of the personality of upper class pupils;

- socio-pedagogical factors (family and school);

- school maladaptation.

In the end, we came to the conclusion that, the study of a group of key factors that increase the risk of deviant behavior among upper class pupils allowed us to highlight the following areas of identification for preventive intervention: family relationships, peer relationships, school microclimate, social environment. Each of these areas can act not only as a risk factor, but also as a factor used to prevent possible behavioral disorders in the child.

The first paragraph of Chapter II of the dissertation, entitled "**Practical issues of prevention of deviant behavior of upper class pupils**" is entitled “*Prevention of deviant behavior in the training process*”. *Prevention of deviant behavior in the training process* During the training, we organized the prevention of deviant behavior of upper class pupils based on the materials of Azerbaijani history and literature of X-XI grades.

Taking into account the cognitive interests, desires and aspirations of upper class pupils, the teachers of Azerbaijan history and literature of the secondary school №1 named after A. Mammadov of Tartar city were especially distinguished in the importance of the knowledge acquired during the lessons in the prevention of deviant behavior. These

teachers made every effort to penetrate into the inner world of upper class pupils, to awaken their best feelings, to purify their morals, to develop their moral qualities, focusing on the educational and developmental functions of the learning process, taking into account the educational potential of different subjects. As a result, they hoped that they would stop doing things that were considered bad in society and acquire a culture of behavior.

The second paragraph of the second chapter of the dissertation is entitled “*Possibilities of extracurricular activities in the prevention of deviant behavior*”.

Deviant behavior is an unpleasant, serious concern. In this sense, it is impossible to ignore the fact that some teenagers and young people are not able to behave in the family, at school, in public places, fight, commit criminal acts, incorrect establishment of interpersonal relations, violation of the law, rules of law, norms of coexistence and commit immoral acts. Parents, teachers, and members of the public need to be proactive and think about how to prevent deviant behavior.

First of all, measures to prevent deviant behavior should be identified, and they should be implemented in the free time of high school students, in the post-training period. However, the focus should be on the fact that extracurricular activities should not be organized for the sake of the event. Quality should be considered more than quantity. How to understand this? Sometimes it happens that secondary schools often plan and implement measures on this or that problem. However, what positive changes that discussion, competition, dispute, conversation, thematic night, meetings can create in the spiritual consciousness, spiritual thinking, behavioral practice of pupils is out of focus. In other words, did extracurricular activities effectively affect the feelings and emotions of boys and girls, creating a need for self-education, self-education and re-education? These important issues are not studied. Holding many events is a quantity. Achieving high results with few events is quality. Quality of extracurricular activities.

This aspect - quality - was in the focus of attention in the work on the prevention of deviant behavior in secondary schools involved in the experiment. During the organization of extracurricular activities, attention was paid to pedagogical control. After the event, positive and

negative situations, good and bad aspects were brought to the center of attention, discussion, conversation, competition, debate, thematic evening, pupils' activities were evaluated. Pupils were required to be active, pedagogical and psychological diagnostics of their cognitive interests and intellectual abilities were carried out.

Of course, the work on the prevention of deviant behavior of upper class pupils was not carried out blindly. This issue was first of all reflected in the "Out-of-class educational work plan" of the secondary school and class teachers. Second, members of the teaching staff, school librarians, class teachers, subject teachers, and deputy principals for educational work were seriously preparing for the prevention of deviant behavior of pupils. For this purpose, they follow the existing literature, get acquainted with the methods of organizing extracurricular activities, and study pupils.

The third paragraph of Chapter II is entitled "*Joint activity of family and school in the prevention of deviant behavior in high school students*". It is a fact that the prevention of deviant behavior of upper class pupils is not easy. Neither the school, nor the family, nor the social institutions, nor the law enforcement agencies alone can successfully carry out this work. Joint action is required. In this sense, the joint work of school and family has a special role.

One of the main directions of increasing the effectiveness of preventive work is the organization and improvement of work with the family.

There is a common misconception among parents that the school is the main educator of the children, and the teacher is the culprit of the pupil's poor performance. They also blame the lack of culture of teenagers on the street. In most cases, the family tries to distance itself during the parenting process.

In itself, an educational institution is not able to change the objective conditions of life of the individual and society, but a well-organized educational work can stimulate the discovery of the pupil's potential and change the direction of his/her interests and tendencies.

The role of the class teacher in this process is undeniable. Its main task is to see the initial manifestations of the problem in a timely manner, to predict the possible development of events and to take

certain measures to correct the situation.

As a result of our research, it was concluded that the educational-corrective, preventive work carried out by the school with deviant behavior allows to eliminate the existing shortcomings in the behavior of adolescents and young people, to overcome negative tendencies in the development and formation of pupils' personality. He/She acts as a liaison with a group of specialists on prevention and correctional work with pupils.

The last, fourth paragraph of Chapter II of the dissertation is devoted to “*Monitoring of prevention of deviant behavior in high school students*”. Here, in accordance with the goals and objectives of the research, the experiment (identifying, teaching, checking) in the 2017-2020 academic years will be carried out gradually in Tartar city named after A. Mammadov, Mingachevir city named after N. Narimanov 1 and 4. was carried out on the basis of full secondary schools. Numerous tables have been prepared for this purpose. Let's look at some of them:

Table 2

Results of the study of the level of expression of aggression in upper class pupils in experimental and control groups (%-lə)

Levels	Form of aggression	Experimental group %	Control group %
High	Physical aggression	40	30
Medium		30	30
Low		30	40
High	Verbal aggression	67	28
Medium		22	51
Low		11	21
High	Indirect aggression	40	20
Medium		40	40
Low		20	40
High	Negativism	65	25
Medium		25	43
Low		10	32
High	Nervousness	62	27
Medium		23	50
Low		15	23
High	Suspicion	52	31

Table 2 followed

Medium		36	19
Low		12	50
High		42	39
Medium	Resentment	33	30
Low		25	31
High		33	25
Medium	Aggression and guilt	49	51
Low		18	24

As can be seen from the table, the level of aggression of upper class pupils in the social risk group is quite high. Following pedagogical prevention, the more positive outcomes of forms of aggression in upper class pupils, according to a Bass-Dark survey, were reflected in Table 3:

Table 3

Levels	Form of aggression	Experimental group	Control group
		%	%
High	Physical aggression	20	30
Medium		25	19
Low		55	51
High	Verbal aggression	21	28
Medium		29	35
Low		50	37
High	Indirect aggression	19	20
Medium		23	35
Low		58	45
High	Negativism	16	23
Medium		25	39
Low		59	38
High	Nervousness	17	30
Medium		21	43
Low		62	27
High	Suspicion	24	29
Medium		33	33
Low		43	38
High	Resentment	18	30
Medium		27	30
Low		55	40
High	Aggression and guilt	22	25
Medium		29	48
Low		49	27

As can be seen from the table, the level of aggression of upper class pupils in the social risk group has significantly decreased.

Compared to the control groups, the experimental groups were more positive.

The following *conclusions* were reached in the dissertation:

1. It became clear when determining the main directions of the research of deviant behavior in high school students that deviant behavior is a complex problem that is the subject of research in sociology, psychology, biology, medicine, law, and of course, pedagogy, particularly on the efficacy of deviant behavior prevention among X-XI grade students. Students engage in deviant behavior because they are unable to break from society's norms and because they find it challenging to assert themselves in society.

2. When variables influencing the formation of deviant behavior in students in grades X–XI were studied, it was discovered that biological-psychological and socio-pedagogical elements mostly underlie this behavior. The inherent tendencies of students in grades X–XI, abrupt impulses, constrained egoistic instincts, and unconsciousness of committed events and behaviors are biological-psychological elements. Environmental variables (family and school influences), educational patterns in which the system of immoral behavior is approved, and a lack of student self-management abilities are some examples of socio-pedagogical factors. All of these factors collectively contribute to adolescents' senior school-age deviant behavior taking a catastrophic turn and self-affirming a personality that differs from social standards at an early stage of development. It is characterized by a lack of education, the prevalence of uneducated behavior, and illegal activities.

3. The main elements of the mechanism of the formation of deviant behavior of high school students are: the presence of a problematic situation characterized by the lack of or weak expression of the corresponding stereotype that has been confirmed from a social perspective; resolution of a problematic situation observed by the dominance of relations, which expresses the need to realize momentary motives in the form of uncontrollable actions that can turn into a stereotype of antisocial behavior. As a result, behaviors that necessitate

adherence to recognized standards and cause conflict with particular people or groups are enriched with negative emotions and sentiments.

4. It was found that the social environment in which the process of personality socialization occurs has a significant impact on the manifestations of deviant conduct, according to research on the function of school and family collaboration in the prevention of deviant behavior in high school students. The family is the most significant institution for students. The emergence of deviant conduct in X-XI grade students is influenced by the adult members of the household and their negative habits, such as smoking, drinking alcohol, using profane language, being rude, and cruelty. Children of households where the parents physically punish their children and act rudely and cruelly toward them engage in activities including running away from home, living a messy lifestyle, smoking, disobeying house rules, stealing outside the home, aggression, rudeness, and alcohol consumption display more.

5. According to the research, school and family collaboration should pay close attention to the student's family because the primary causes of high school children's deviant behavior are somewhat dependent on the type of family.

6. When determining the main nature of the deviant behavior of high school students, it became clear that one of the major reasons for the appearance of this type of behavior is the deviant's desire to improve their material well-being in a short period of time. As a result, a student who lives in a low-income family and is constantly lacking money for daily expenses, clothing and other items, is eager to finish school quickly and get a job. In addition, the low level of knowledge does not permit students to enter the appropriate secondary or higher educational institution, as a result, the student who understands this, even in the 8th and 9th grades, focuses their attention not on higher education, but on employment purposefully. The main goal here is to earn money and be free. Thus, the value of education is lost, leading to poor academic performance and low school attendance.

7. The research demonstrated that parents' education also affects the forms and level of deviant behavior in X-XI students. The deviant behaviors such as smoking, skipping school, aggression, rudeness, deception, forgery, drug abuse, obscene words, and alcohol

consumption are more evident in the behavior of students whose parents have a lower education level. The lack of even general pedagogical knowledge of this category of parents, as well as the lack of interest in reading special pedagogical literature, leads to the use of ineffective methods in the education of high school students. Special pedagogical work with parents of students prone to deviant behavior is required. Parents need a constant counseling service that allows them to solve many problems that arise in the upbringing of students in the family.

8. Our research revealed that the theoretical model of pedagogical prevention of deviant conduct in high school students is a complex system made up of numerous elements involved in the socialization process. The following factors have an impact on students' improvement: family living circumstances, way of life, parents' conduct and attitudes toward their kids, upbringing traits, family type, parents' value orientations, degree of education, etc. Deviant conduct is frequently caused by some inconsistency or a lack in the performance of these factors.

9. The quality of prevention of deviant behavior among students of the secondary school education level was determined using the following criteria: cognitive criterion related to information provision of preventive work, motivational criterion, emotional criterion, psychological comfort criterion, practical-action-oriented criterion. On the basis of these criteria, the schools involved in the experiment evaluated the efficiency of the implemented works.

10. Providing social-pedagogical and psychological assistance to high school students with deviant behavior is a part of the preventive process and is considered as a complex of psychological-pedagogical process that provide normal conditions for the physical, mental, and moral formation of students. Of course, in the current situation, all members of the pedagogical team must be aware of the relevant conditions to ensure the effectiveness of the process of preventing deviant behavior.

11. The conclusion of the experimental work confirm the proposed hypothesis and show that the pedagogical and psychological measures implemented in the experiment increase the effectiveness of the work

on the pedagogical prevention of deviant behavior of X-XI students.

The following research **recommendations can be made:**

1. It would be useful to ensure school-family cooperation in the prevention of deviant behavior of upper class pupils.

2. It is recommended that school, family and law enforcement agencies work together to prevent deviant behavior of high school pupils.

3. It is expedient to conduct research in the field of prevention of deviant behavior of adolescents, as well as pupils.

4. Writing books and brochures on the prevention of deviant behavior of children, regular organization of events at the national level, scientific and practical conferences would give effective results.

The main content and results of the dissertation are reflected in the following published scientific articles of the author:

1. Features and types of adolescent deviation // - Baku: Scientific Works of the Institute of Educational Problems of the Republic of Azerbaijan, - 2016. № 1, - p. 197-201.

2. Formation of moral consciousness and moral education of youth with non-normative behavior // Materials of the republican scientific conference on "National-cultural heritage and its promotion in the context of globalization" dedicated to the 93rd anniversary of national leader Heydar Aliyev, - Mingachevir: Aurora, - 22 - April 23, - 2016, - p. 174-176.

3. The pedagogical monitoring and marking as the mean prevention of upper-class pupil's behavior // Materials of the international scientific conference "Assessment of student achievement: problems of creating content and tools", - Baku: ARTPI, - June 25, 2016, - p.89-91.4.

4. Suicide as a form of deviant behavior among young people // - Baku: Scientific works of Baku Slavic University. A series of current problems in the study of the humanities, - 2017. № 3, - p. 145-149.

5. The state politics in the field of high school students deviant behavior // - Kyrgyzstan: Science, new technologies and innovations of Kyrgyzstan, - 2017. № 6, - p.187-190.

6. Ineffective organization of leisure time as a of upper class

student`s deviant behavior // - Baku: Scientific works of Baku Girls University, - 2017. № 4, - p. 109-114.

7. The role of the teacher in the prevention of deviant behavior of high school students // Materials of the republican scientific conference "Teacher training as one of the strategic goals" dedicated to the 95th anniversary of national leader Heydar Aliyev, - Baku: ARTI - May 18, 2018, - p. 214-215.

8. Basic learning of high school student's deviant behavior // - Baku: Scientific News of Azerbaijan University of Languages, - 2018. № 2, - p. 74-81.

9. Influence of mass media to the formation of deviant behavior between adolescent and young people // Materials of the XXII Republican scientific conference of doctoral students and young researchers, - Baku: ADPU, - November 22 - 23, - 2018, - p. 403-405.

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11. Features of working with "difficult" children // Fundamental and applied research: topical issues, achievements and innovations: collection of articles of the XXV international scientific and practical conference. At 2 pm Part 1. - Penza: ICNS "Science and Education", - August 30, - 2019, - p. 261-263.

12. Deviant behavior of high school students the main factors affecting the formation // - Ganja: Scientific news of Ganja State University, - 2019. № 1, - p. 318-323.

13. The organization of extracurricular activities as a form of prevention of deviant behavior of high school students // - Nakhchivan: Scientific works of Nakhchivan Teachers' Institute, - 2020, № 2 (60), p. 46-52.

14. Age characteristics of high school students as a cause of deviant behavior // XII International Scientific-Practical Conference GLOBAL SCIENCE AND INNOVATIONS 2021: CENTRAL ASIA » V volume. Nur-Sultan: - February 5, - 2021, - p. 10-13.

15. Opportunities of the pedagogical quartet in the prevention of

deviant behavior, taking into account the pedagogical and psychological characteristics of senior students // - Kiev: Ministry of Education and Science of Ukraine National Academy of Educational Science of Ukraine State Institution of Higher Education “University of Educational Management” Bulletin of postgraduate education, collection of scientific papers Educational sciences Series”, 2021. № 16 (45), - p. 93-109.

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