

**REPUBLIC OF AZERBAIJAN**

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**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

**SOCIAL AND PSYCHOLOGICAL ASPECTS OF THE ORGANIZATION OF THE EDUCATIONAL PROCESS IN TEENAGERS WITH DEVIANT BEHAVIORAL FORMS**

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Applicant: **Aghja Nariman gizi Suleymanova**

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The work was performed at the Department of Psychology of the Azerbaijan University of Languages.

Scientific supervisor: Doctor of philosophy sciences,  
professor  
**Gorkhmaz Nyusrat Veliyev**

Official opponents: Doctor of psychological sciences,  
associate professor  
**Gizkhanim Nizameddin Gahramanova**



Doctor of philosophy in psychology,  
associate professor

**İmdad Mustafa Bayramov**

Doctor of philosophy in psychology,  
associate professor

**Gulnara Anatollu Hasanova**

Dissertation Council FD 2.43 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Baku State University.

Chairman of the  
Dissertation council:

Doctor of psychological sciences,  
professor

**Kamila Ramiz Aliyeva**

Scientific secretary  
of the Dissertation council: Doctor of philosophy in psychology

**Mushvig Hussein Mustafayev**

Chairman of the scientific  
Seminar:

Doctor of psychological sciences,  
professor

**Elnara Ibrahim Shafiyeva**

## GENERAL CONTENT OF CASE

**The relevance of the research and the degree of its development.** In the modern period, in connection with the construction of a national independent state in the Republic of Azerbaijan, one of the important problems in the center of attention is the issue of improving the education system and upbringing of the younger generation. The period of globalization and integration of all spheres of human activity has had an ambiguous effect on the socialization of the younger generation. In some cases, we are faced with an increase in the number of conflict situations in the adolescent environment, which further leads to the formation of deviant behavior, the emergence of bad habits, aggressive behavior, and illegal actions. In this regard, the psychological and pedagogical study of adolescent students, their upbringing in the spirit of the requirements of high culture and consciousness, dictates the need to develop scientific methods for overcoming and preventing deviant forms of behavior among young people. Despite the fact that deviant behavior can be found in a variety of social and age groups, however the problem of preventing and overcoming deviant forms of behavior among adolescents in psychological science is the most acute and belongs to the most important common human problems, around which various studies and discussions do not stop. They are conducted both in the field of legal psychology and in pedagogy, sociology, medicine, and in a number of other sciences and dictate the need for new research in this area. A special place in the modern education system is given to preventive measures aimed at reducing and eliminating the level of deviation in the adolescent environment, which imposes certain requirements on school psychologists, subject teachers who plan planned work to eliminate the possibility of the appearance of "risk groups" in the educational environment of adolescents.

The development of socio-psychological science, its penetration into all spheres of human activity, the use of psychology data in solving on a scientific basis the issues of improving the work of psychologists, teachers, social workers, as well as a deep study of the psychological

analysis of the personality of deviant adolescents, based on the study of basic psychological phenomena, processes, states, their characteristics in the psychological, pedagogical and legal spheres (needs, motives, goals, temperament, attitude, social orientation, as well as the prevention of deviance), all this is the main task of this work.

The classic works of sociologists in the field of deviant behavior are represented by the works of I. Hoffmann (total institutions), E. Durkheim (theory of anomie), R. Merton (causes of deviant behavior), A. Cohen (non-compliance with institutionalized expectations), K. Marx (deviation as a social reason), T. Parsons (behavior in terms of deviation and conformism), P. A. Sorokin (relativity of deviant behavior), R. Harre (theory of voluntary risk behavior). Modern researchers of deviantology are scientists E. Giddens (non-conformist understanding deviant behavior), F. Pataki (deviation as a systemic phenomenon), N. Smelzer (deviant behavior as components: an individual, a norm and a social group).

Classic works in the field of psychology, pedagogy, psychiatry and criminology are represented by the works of A. Adler, L. I. Bozhovich, E. V. Gorlanova, I. V. Koroleva, E. Krechmer, V. T. Lisovsky, C. Lombroso, A. S. Makarenko, A. S. Novoselova, A. V. Petrovsky, Z. Freud, E. Fromm, W. Sheldon.

General problems of deviant behavior and certain aspects of deviant behavior of juvenile adolescents have a developed theoretical basis, a number of empirical studies have been carried out that reveal the psychological characteristics of delinquent and deviant behavior in adolescents, pedagogical and educational approaches and technologies have been developed. However, sociological research in this area is clearly insufficient, especially from the point of view of understanding the specifics of the organization of the educational process in adolescents with deviant forms of behavior.

**The Object and subject of research.** The object of the research is older adolescents with deviant forms of behavior. The subject of the research is the socio-psychological aspects of the organization of the educational process in adolescents with deviant forms of behavior.

**The Goals and objectives of the research.** The main goal of the research is the scientific development of a special program for organizing the educational process as a psychological and pedagogical basis for prevention, overcoming adolescent forms of deviant behavior and the development of adolescents' creative abilities.

**Achieving this goal involves solving the following tasks:**

- to study and systematize psychological, pedagogical and criminological literature on this topic;
- to consider the main stages and the current state of the development of the problem of adolescent deviance in modern scientific literature;
- to identify psychological motives and reasons prompting adolescents to deviate from social and psychological norms of behavior;
- to study ethnopsychological factors and features of adolescent deviance in Azerbaijan;
- to identify psychological characteristics and make a psychosocial portrait of a teenager with deviant forms of behavior;
- to test a program to prevent deviant behavior of adolescents;
- to offer recommendations for the prevention of deviant behavior among adolescents.

**Methods of research.** The methodological basis for the study of deviant behavior of adolescents are the principles and approaches: T.Parson (the theory of socialization), E.Durkheim's concept of anomie, its structural and functional analysis, the rationale for using the method of social diagnostics to work with deviant adolescents, R.Merton's position on the dysfunction of social systems, which allow to study the mechanism and structure of deviant behavior. The work reflects those theories, methods and examples of research that will make it possible to characterize the psychology of a deviant adolescent from the point of view of modern times and the relevance of this issue. These are: the method of observation, experiment, testing, questioning, a method for diagnosing a tendency to deviant behavior (A. N. Orel), a Bass-Darkey questionnaire for diagnosing aggressive and hostile reactions in adolescents, a method of mathematical statistics SPSS program.

**Scientific novelty** lies in the development and application of problematic and emotional-semantic teaching methods. The essence of these methods comes down not to imposing, not to dictating the point of view generally accepted in science by the teacher, but in providing students with a variety of points of view and the opportunity for them to independently think out and choose one or another position that has a personal meaning for a teenager. Thus, psychological and methodological foundations are formed not only for overcoming and preventing adolescent forms of deviant behavior, but also for the development of creative abilities in adolescents.

In addition, the novelty of the study is related to the testing of a pilot project involving the creation of a coordinating center that regulates the work of a school psychologist to identify adolescents with deviant forms of behavior.

**The following provisions are brought to the defense:**

- the level of aggressive reactions determines the development of deviant behavior in adolescents;;

- the use of problematic teaching methods in work with adolescents is the basis for organizing psycho-prophylactic activities aimed at overcoming their deviant behavior and developing creative abilities;

- the organization of the educational process, based on the problematic method of teaching, helps to activate the creative thinking of adolescents and reduce the level of their deviation;

- the creation in the system of an educational institution of a coordinating center for the correction and prevention of deviant behavior will effectively build work with this group of adolescents;

- the program developed and tested by us will reduce or prevent the occurrence of deviations in the adolescent environment.

**Theoretical and practical significance.** The results of practical research, theoretical conclusions, generalizations, certain theoretical positions, psychological recommendations expected in the proposed scientific research can serve as a teaching aid for improving the educational and methodological base of secondary and professional educational institutions of the Republic of Azerbaijan for the detection and prevention of adolescents with deviant forms of behav-

ior, as well as in the system of law enforcement agencies. Further, the theoretical and practical recommendations expected in the proposed study will be appropriate for psychologists of secondary educational institutions for the implementation of psychodiagnostic, psycho-corrective and psycho-preventive work. The significance of this study is also important in the sense that it will reveal not only the socio-psychological conditions, reasons and motives for the introduction of Azerbaijani adolescents of senior classes to deviant forms of behavior, but also to develop special methods to overcome them and form a teenager as a creative personality.

**Approbation and application** was carried out in the process of discussing the content of its individual sections at meetings of the Department of Psychology of the Azerbaijan University of Languages.

The main points of the research are outlined in fourteen (14) scientific publications. Scientific, theoretical and practical conclusions on individual problems of the work were presented in reports presented at international forums and conferences, where the content of the work was approved by specialists.

**The name of the institution where the dissertation research was carried out.** The study was carried out at the Department of Psychology of the Azerbaijan University of Languages.

**Structure and scope of research work.** The dissertation consists of an introduction, three chapters (seven sub-chapters), a conclusion, a list of references and appendices (230219 characters).

## MAIN CONTENT OF THE WORK

**The introduction** justifies the choice, relevance, purpose and objectives of the topic. The subject and object of the research are noted.

**The first chapter** of the dissertation is entitled "**Deviant behavior of adolescents as a subject of socio-psychological research**" and divided into two subsections. "**The problem of deviant forms of be-**

**havior in legal psychology"** as the first half of the chapter, entitled refers to the concept of social norms and social control over behavior<sup>1</sup>.

Scientists call deviant behavior deviant<sup>2</sup>. It means any act or action that does not comply with written or unwritten norms.

Deviant (from Lat. *Deviatio* - evasion) behavior means:

1) the act, actions of a person that do not correspond to the officially established or actually established norms in a given society (standards, templates);

2) a social phenomenon, expressed in mass forms of human activity that do not correspond to the officially established or actually established norms in a given society (standards, templates)<sup>3</sup>. In the first meaning, deviant behavior is mainly a subject of psychology, pedagogy, psychiatry. In the second meaning, it is the subject of sociology and social psychology. Of course, this disciplinary distinction is relative<sup>4</sup>.

The concept of "deviance" comes from the concept of "deviation" (fluctuations in inanimate nature, mutations in living nature) are a universal form, mechanism, method of variability, and, consequently, life activity, development of each system. The higher the level of its organization, the more dynamic and stable the system.

The concept of "norm" is the starting point for understanding deviations.

The social norm determines the historically formed limit, measure, interval of permissible (permitted or obligatory) behavior, activities of people, social groups and social organizations. In contrast to the natural norms of physical and biological processes, social norms are formed because of an adequate or distorted reflection in the consciousness and actions of people of the objective laws of the functioning of society.

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<sup>1</sup> Bobneva M.I., Shorokhova E.V. Social norms and regulation of behavior. Moscow: Nauka, 1978, 67 p.

<sup>2</sup> Ways and means of social rehabilitation of deviant adolescents. Yekaterinburg: IE Uro Ran, 1999, 61 p.

<sup>3</sup> Petrovsky A.V. Psychological Dictionary. Moscow: Nauka, 1990, 500 p.

<sup>4</sup> Ways and means of social rehabilitation of deviant adolescents. Yekaterinburg: IE Uro Ran, 1999, 61 p.



Therefore, any behavior that causes disapproval of public opinion is called deviant. This is an extremely wide class of phenomena: from free travel to the murder of a person. In a broad sense, a deviant is any person who has gone astray or deviated from the norm<sup>5</sup>. With this formulation of the question, one should talk about the forms and sizes of the deviation. The types (or forms) of deviant behavior include criminal offense, alcoholism, drug addiction, prostitution, homosexuality, gambling, mental disorder, and suicide.

In the narrow sense, deviant behavior means such deviations that do not entail criminal punishment. In other words, they are not illegal. As mentioned above, the aggregate of illegal acts, or crimes, is called delinquent (literally, criminal) behavior<sup>6</sup>. Both meanings - broad and narrow - are equally used in sociology, pedagogy and social psychology.

Considering the causes of deviation, William H. Sheldon, a famous American psychologist and physician, emphasized the importance of body structure. He believed that in people a certain body structure means the presence of characteristic personality traits (endomorph, mesomorph and ectomorph).

R. Merton further develops the theory of anomie. He believes that the main reason for the deviation is the gap between the goals of society and the socially approved means of achieving these goals. In accordance with this, he distinguishes various types of behavior, such as the first type of behavior - conformity, the second type of deviant behavior - innovation, the third type - ritualism, the fourth type - retreatism, the fifth type - rebellion, which, from his point of view, are together with those types of adaptation to society.

In addition, there is a type - a normative person. - The one whose features best express a given culture, it is, as it were, the ideal of the personality of a given culture.

The modal personality is a statistically more common type of deviant variation.

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<sup>5</sup> Zmanovskaya E.V. Deviantology (Psychology of deviant behavior). M.: Academy, 2003, 288 p.

<sup>6</sup> Evteev M.P., Kirin V.A. Juvenile liability legislation. Moscow: Legal Literature, 1970, 136 p.

According to cultural explanations, deviation occurs as a result of conflicts between cultural norms.

Criminal deviation is the result of preferential communication with the carriers of criminal norms. Moreover, scientists have detailed the factors that combine to contribute to criminal behavior. They emphasize that it is not contacts with impersonal organizations or institutions that play an important role in this, but everyday communication.

The deviant-role type of social behavior is inextricably linked with addiction, with intrapersonal conflict. Addiction in the general sense of the word is the desire to get away from the state of internal psychological discomfort, to change one's mental state, characterized by internal struggle<sup>7</sup>. Psychologists view addictive behavior as deviant.

In addition, the following forms of deviant behavior are distinguished:

- 1) Aggressive and auto-aggressive (suicidal) behavior;
- 2) Abuse of substances that cause a state of altered mental activity (alcoholism, drug addiction, etc.);
- 3) Eating disorders (overeating, fasting);
- 4) Anomalies of sexual behavior (deviation, perversion);
- 5) Overvalued psychological hobbies ("work-holism", sports, music and other fanaticism, graffiti, gambling, etc.);
- 6) Overvalued psychopathological "hobbies" (litigation, querulance, kleptomania, dromomania, etc.);
- 7) Characterological and pathocharacterological reactions (emancipation, grouping, opposition, terror, etc.);
- 8) Communicative deviations (autism, hypercommunication, conformism, narcissistic behavior, etc.);
- 9) Immoral (immoral) behavior;
- 10) Unaesthetic behavior.

Along with the growth of positive deviations (political activity of the population, economic entrepreneurship, scientific and artistic

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<sup>7</sup> Igoshev K.E. Experience in the socio-psychological analysis of juvenile offenders. M.: Higher school, MOOP USSR, 1967, 79 p.

creativity), negative deviations are increasing - violent and selfish crime, drug addiction, adolescent immorality.

The psychology of deviant behavior in the literature on social psychology refers to "changing" theories. The specificity of the subject in this case is that the range of studied phenomena is historically changeable and depends on the social norms prevailing at a given moment in a particular society.

Each form of deviation (crime, alcoholism, drug addiction) deviation has its own specifics. Destructive (asocial) deviation cannot be identified only with crime.

Crime is one of the forms of this type of deviant behavior and it is also a socio-legal phenomenon that includes the amount of crimes committed in a given society in a given period of time, and is characterized by quantitative (dynamics, state) and qualitative (structure, character) indicators<sup>8</sup>.

At present, the state of crime in Azerbaijan is greatly influenced by the transition to market relations. Until now, no society has succeeded in eradicating crime. Such phenomena as alcoholism and drug addiction have a significant impact on the growth of crime. The problem of alcoholism, unlike other countries, is not urgent for Azerbaijan.

**The second sub-chapter** entitled “**Ethno psychological features of adolescent deviance in Azerbaijan**” defines the concept of ethnic psychology. It also reveals the national character, its formation, the important role in the social and family life of Azerbaijanis of such social institutions as hospitality, eldership, mutual assistance, and customary law. The problems of upbringing, which are one of the directions of educational psychology, when the features of the upbringing process, the development and formation of a child or a subject-undergoing upbringing are revealed are considered.

Examples from the studies of Azerbaijani scientists on the upbringing of children are given, including the psychological aspect of

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<sup>8</sup> Nesteruk T.N. Spirituality of personality and advertising // Omsk Scientific Bulletin, no. Omsk: OmSTU. 2000, p. 17.

this process, the problems of improper upbringing, resulting in various forms of deviant behavior, are touched upon.

**The second chapter** is called "**Socio-psychological conditions of individual and psychological factors of the predisposition of adolescents to deviant forms of behavior**" and consists of two subheadings. It presents an analysis of this age category - adolescence, which is an important stage in the life of a growing person, which largely determines his subsequent fate. The teenager tries to think of himself, his friends, parents, public values. Finding one's place in society is associated with the development of self-awareness and gradual possession of norms and rules of social life.

The deviant behavior of adolescents in a difficult life situation can manifest itself in several planes: both positive deviations, including children's giftedness, and negative deviations, expressed in behavioral disorders and deviant forms of behavior.

An attempt to study a personality with deviations in behavior very often leads to the need for a comprehensive approach to identifying the psychological characteristics of the personality, on the basis of which it is possible to build a psychological portrait, taking into account the features: motivational, emotional, volitional and moral spheres, the degree of adaptation or maladjustment, the sphere of interpersonal relations and features of the individual's involvement in this sphere.

**In the second half of the second chapter "Methods of psychodiagnostic identification and study of adolescents prone to deviant behavior"** - summarizing the experience of studies presented in the scientific literature, it should be noted that psychological diagnostics allows us to solve problems that are associated not only with identifying the type of deviant behavior, but also to build a system of psychological correction, to determine the mechanism of its influence on the personality of a teenager.

Early diagnosis of these qualities, identification of the causes of behavioral deviations and the adoption of appropriate measures will help to increase the effectiveness of preventive work with school youth.

Various aspects of personality, from the nature of abilities to the nature of deviant behavior, are the subject of a very sharp, many years of discussion of scientists such as B.G. Ananiev, A.N. Leontiev, B.F. Lomov, S.L. Rubinstein, K. K. Platonov and others.

The personality of a deviant adolescent is also of independent interest for social psychology, because it not only reflects certain external conditions, but is an active side of interaction. It is characterized by a conscious, purposeful activity<sup>9</sup>.

The socio-psychological approach makes it possible to understand what kind of person is shaped by circumstances, what social positions and roles she is ready for, how in the corresponding typical situations she intends to overcome obstacles, resolve conflicts, taking into account the personal mental properties of the person, etc.

For this, it is necessary to know well the ways and means of effective character formation, the age and individual characteristics of the personality.

Accentuation of character is an extreme version of the norm, in which individual character traits are excessively enhanced. It is precisely because of this that vulnerability is revealed in relation to a certain kind of psychogenic influences with good and even increased resistance to others. In science, there are explicit (the presence of constant features of a certain type of character) and hidden accentuations (usual variants of the norm).

In this chapter, the types of accentuations were analyzed, the classification of which was described based on the classification of the famous psychiatrist A.E. Lichko: hyperthymic, cycloid type, labile, astheno-neurotic type, sensitive, schizoid, epileptoid, hysteroid, unstable, conformal, mixed types.

**The third chapter** of the dissertation is called "**Methodological and socio-psychological mechanisms of lessons with deviant adolescents**" and consists of three sub-chapters. **In the first half of the first chapter**, entitled "**Experimental and psychological study of the perception of educational material in deviant adolescents**" we conducted an experimental study of the

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<sup>9</sup> Lukasheva E.A. Law, morality, personality. Moscow: Nauka, 1993, 260 p.

perception of educational material among deviant adolescents on the basis of a secondary school-lyceum at Baku Slavic University, located at 145 Suleiman Rahim Street. The study involved 140 schoolchildren, both boys and girls aged 12-16 years old.

In the course of the research, such research methods were used as anonymous questionnaires, the questions of which were compiled and provided by school psychologists, and pedagogical observation. The anonymous questionnaire for diagnosing deviant behavior included the following types of questions: for example, "Attitude towards social desirability", "Tendency to overcome norms and rules", "Tendency to addictive behavior", "Tendency to self-harm and self-destructive behavior", "Tendency to aggression and violence", "volitional control of emotional reactions", "tendency to delinquent behavior", etc.

The results of the survey showed that among children from the social risk group (low-income, single-parent families, immigrants, socially disadvantaged) a high level of perception of educational material was not found. Each of the research participants does not strive to fulfill all the requirements of the school, follow all the instructions of the teacher, be conscientious and responsible, does not worry about unsatisfactory marks or comments from the teacher.

Only a small number of adolescent children have a high level of perception of educational material. When answering questions, such children expressed a certain uncomfortable dependence on strict requirements and school norms, which did not prevent them from expressing support and respect even to strict teachers.

Almost 48,8% of the students who took part in the study admitted that the school attracts them mainly not for their studies. Such children feel quite well here, but they go to school more to communicate with friends or with a teacher. Many of them like the status of a student, but the cognitive (educational) motivation of such children is not sufficiently formed, and the educational process itself is unattractive.

**“Individual approach to adolescent students as a necessary didactic condition for their personal formation ” in the second half** pedagogical observation showed that students with signs of

deviant behavior are characterized by inattention, high distraction, weakened control of their behavior, resentment, conflict, aggression, etc. As a rule, they do not prepare homework, and if they do it, then in a hurry, carelessly. They have no need for knowledge, the need for intellectual activity. It has been established that such students study, as a rule, under the influence of coercion on the part of adults (parents), the teaching staff. In their educational activities, they are dominated by motives associated with avoiding trouble, censure, obvious failure due to neglect of the educational material, unpreparedness for lessons. They try to anticipate their failure in activity by deviant forms of behavior.

**In the third half of the chapter "Application of problem-based teaching methods in the prevention of deviant behavior in adolescents"** when carrying out the methodology for detecting aggression using the questionnaire of A.Bass - A.Darky, the following results were obtained, we analyzed eight scales of this technique:

**Indicators on the scale "Irritability"  
Table 1**

Variational equation Levene test			T-Test and analysis						
Variable	F	Sig.	t	df	Sig. (2-tailed)	numerical mean difference	Std. difference in distraction	Difference in 95% confidence interval95%	
								Low	Low
Irritation	2.510	.118	-.731	138	.467	-.34286	.46896	-1.27866	.59295

According to the obtained statistical results, according to the scale of irritability in the female gender = 5.48, in the male - = 5.82. Due to the difference in the average numerical value, it can be said that there is little difference between the two groups, and this may mean that there is no significant relationship between irritability and gender. But for the sake of complete clarity, a "T-test" was applied to evaluate Sig or P from the "T-Test" table. Since here Sig=0.467, and given that  $0.467 > 0.05$ , we can say that the difference between girls

and boys in the irritability variable is not statistically significant (0.05).

**Indicators on the scale "Negativism"**  
**Table 2**

Variational equation Levene test			T-Test and analysis						
Variable	F	Sig.	t	df	Sig. (2-tailed)	numerical mean difference	Std. difference in distraction	Difference in confidence interval 95%	
								Low	Low
Negativism	3.437	.068	-3.71	138	.712	-.11429	.46896	-.72896	.50039

Comparison of mean scores on the negativism variable (=2.37 for girls and =2.48 for boys) shows that there is little difference between the two groups. But whether the difference of 0.05 matters statistically has also been considered. Based on the obtained statistical data and taking into account that Sig=0.712, it can be said that the difference between the groups in terms of the “negativism” indicator has no statistical significance.

**Indicators on the scale "Resentment"**  
**Table 3**

Variational equation Levene test			T-Test and analysis						
Variable	F	Sig.	t	df	Sig. (2-tailed)	numerical mean difference	Std. difference in distraction	Difference in confidence interval 95%	
								Low	Low
Resentment	0.512	.477	217	138	.831	.08571	.40006	-.71259	.88402

A measured comparison of the levels of the resentment factor in the two study groups shows that the level of resentment in girls (=4.22) is higher than in boys (=4.14). But this difference between groups is quite small. The difference between the two vulnerability groups is not considered statistically significant at the 0.05 level because Sig=0.831.



**Indicators on the scale "Verbal aggression"  
Table 4**

Variational equation Levene test			T-Test and analysis						
Variable	F	Sig.	t	df	Sig. (2-tailed)	numerical mean difference	Std. difference in distraction	Difference in confidence interval 95%	
								Low	Low
Verbal aggression	2.510	.118	-.731	138	.467	-.34286	.46896	-1.27866	.59295

Comparison of the levels of verbal aggression in two independent groups participating in the study is of great importance for our study. According to the obtained statistical data, this indicator was =6.82 for female respondents and =7.88 for male respondents. This fact allows us to state that there is a serious difference between the two groups, and we can say that there is a serious relationship between verbal aggression and the gender factor. Given that Sig = 0.039 and  $0.039 < 0.05$ , we can say that the difference between girls and boys in the verbal aggression variable is statistically significant at 0.05, and the difference between groups is significant.

**Indicators on the scale "Guilt"  
Table 5**

Variational equation Levene test			T-Test and analysis						
Variable	F	Sig.	t	df	Sig. (2-tailed)	numerical mean difference	Std. difference in distraction	Difference in confidence interval 95%	
								Low	Низкий
Guilt	.025	.874	.313	138	.755	.14286	.45646	-.76799	1.05371

Comparison of the mean scores for the guilt feeling variable (it was =4.97 for girls and =4.83 for boys) shows that there is little difference between the two groups. But does the current difference of 0.05 matter statistically? Taking into account that Sig=0.755, it can

be said that the difference between the groups in terms of the indicator "guilt" is not statistically significant and there is no significant difference between these groups.

**Difference in indicators of aggressiveness index (gender aspect)**

**Table 6**

Variational equation Levene test			T-Test and analysis						
Variable	F	Sig.	t	df	Sig. (2-tailed)	Numerical mean difference	Std. difference in distraction	Difference in confidence interval 95%	
								Low	Low
General index of aggressive reactions	1.066	.306	-2.161	138	.034	-2.60000	1.20314	-5.00082	-1.19918

Having applied the “T-test” and received this indicator, Sig = 0.034, we made sure that there is a significant difference between male and female respondents in the general index of aggressive reactions (male respondents had higher indicators for this index).

**The difference between the experimental and control group at the second stage of the study according to the "Index of aggressiveness"**

**Table 7**

Variational equation Levene test			T-Test and analysis						
Variable	F	Sig.	t	df	Sig. (2-tailed)	numerical mean difference	Std. difference in distraction	Difference in confidence interval 95%	
								Low	Low şağı
General aggression	8.166	.005	-2.967	138	.004	-4.12857	1.39143	-6.87996	-1.37719

At this stage in the experimental group on the mentioned variable was = 16.5 and the control group = 20.6, indicating that the implementation of programs in the experimental group were observed significant changes, weakening of the index, the degree of aggression, the degree of aggression, the degree of aggression. Therefore, it is possible to say with full confidence that the effectiveness of the

work also indicates Sig = 0.004, and the intergroup difference of statistically significant at the level of 0.05.

**The difference between the experimental and control group at the second stage of the study (indicator "Index of hostility")**

**Table 3.3.3**

Variational equation Levene test			T-Test and analysis						
Variable	F	Sig.	t	df	Sig. (2-tailed)	numerical mean difference	Std. difference in distraction	Difference in confidence interval 95%	
								Low	Low
Hostility	7.539	.000	-3.148	138	.002	-2.41429	.76697	-3.93347	-.89410

According to this parameter: "Index of hostility" in the experimental group received an indicator - = 6.0, in the control = 8.3. Verification of the effectiveness of the program for this indicator also showed the actual changes: "Index of hostility" in the experimental group - = 6.0, in the control = 8.3. At the same time, taking into account that Sig = 0.002, it is possible to say with complete confidence that the tested program showed its effectiveness, and the intergroup difference has a statistical value of 0.05.

Our experimental study on the organization of the educational process for adolescents with deviant forms of behavior allowed us to draw the following conclusions:

- 1) We have identified the causes and forms of deviant behavior in an educational institution:
- 2) Diagnostic examination using the Bass-Darkey questionnaire revealed a high level of aggressive reactions on such scales as verbal, physical, irritability, indirect aggression.
- 3) The analysis of indicators in the gender aspect revealed high indicators among male respondents: verbal = 7.88, physical = 6.34, irritability = 5.82, indirect = 5.43.
- 4) The applied methods of mathematical statistics, the SPSS program revealed a statistically significant relationship between the types of aggressive reactions and gender indicators. If at the first stage of the diagnostic examination in the experimental group, ac-

ording to the "Index of Aggression", high results were obtained = 21.3, then after the work this indicator was significantly reduced = 16.5, in the control group = 20.9 (after = 20.6). According to the "Hostility Index", changes were also noted: = 8.0 (before), = 6.0 (after), in the control = 8.4 (after = 8.3), which allows us to assert the effectiveness of our activities.

5) Approbation of the program using problem situations, blended learning models, made it possible to increase the efficiency of the educational process, contributed to the emergence of motivation for the educational and cognitive process and can be used as a means of organizing the prevention of deviant behavior of adolescents in the educational environment.

6) The creation of a positive emotional background of educational activity in the conditions of problem-based learning contributes to the formation of a structure of value orientations, including cognitive and moral and ethical values, which, in turn, enhances the correctional and developmental aspect of the work of a teacher and psychologist with learners.

7) The introduction of a coordination center into the work of the school will contribute to the timely identification of a group of people prone to deviant behavior and will allow organizing the work of a school psychologist not only in diagnostic and corrective, but also in the preventive direction in the education system.

**The main provisions of the dissertation are reflected in the following publications:**

1. Взаимосвязь осознаваемых и неосознаваемых процессов в познавательной деятельности учащихся старших классов с девиантными формами поведения / Article. - Foreign languages in Azerbaijan / - №4 (16). - Baku: "Mutarjim", - 2010. - p. 22-25.
2. Структура, функции и уровни осознанного отражения / Article / Foreign languages in Azerbaijan / - №1 (17). - Baku: "Translator", - 2011. - p.67-73.
3. Проблема девиации и девиантного поведения несовершеннолетних / Thesis / New trends in the teaching of foreign languages: existing practices and development

- strategies / International scientific-practical conference / October 30-31 (65-31). - Baku: "Elm", - 2013. - pp.163-169.
4. Основные мотивы асоциального поведения несовершеннолетних / Article / - "Global scientific potential", - Scientific-practical journal - №12 (33). - S-Petersburg, - 2013. - p.30-32.
  5. Основные типы акцентуаций характера подростков / - News of the Pedagogical University - №4. - Baku: "AGPU", - 2013. - p. 313-316.
  6. Невнимательные и гиперактивные дети как современная форма нервозности / Article / - Scientific news №1. - Baku: AUA, - 2013. - p. 360-363.
  7. Психологические и педагогические основы девиантного поведения несовершеннолетних / Article / - "Scientific works" №2. - Baku: IPOAR, - June 4, 2013. - p. 157-161.
  8. Современная подростковая типология характера и личности / Article / - "Actual problems of research in the humanities" №2. - Baku: BSU, - 2013. - p. 285-290.
  9. Биологические, социально-психологические и криминологические аспекты противоправного поведения / Thesis / - "Moral values in education: the development of a harmonious personality". Materials of the International scientific conference. - Baku, - December 5-6, 2014, - 356 p.
  10. Особенности социализации. Формирование характера и личности у современных подростков / Thesis / Materials of the III International Conference of Young Researchers. - Baku: Caucasian University, - April 17-18, 2015, - book 2. - p. 1361-1362.
  11. Экспериментально-психологическое исследование восприятия учебного материала у девиантных подростков / Article / - "Psychological Journal" - Scientific and Practical Journal No. 4 - "Education". - Baku: BSU, - 2017. - p. 19-26.
  12. Борьба с международной преступностью и терроризмом / Thesis / Actual problems of Azerbaijani studies. - Materials of the IX International Scientific Conference. - Baku, - May 3-4, 2018. - p. 569-571.

13. Прогнозирование преступного (девиантного) поведения несовершеннолетних / Thesis / Turkish-Slavic ethnocultural relations: from manuscripts to Internet communications / Proceedings of the International Scientific and Practical Conference. - Nur-Sultan, - May 23, 2019, - p. 217-222.
14. Индивидуальный подход к учащимся подросткам как необходимое дидактическое условие их личностного формирования / Thesis / Materials of the international scientific and practical online conference in the context of innovative research in the field of philological sciences. - Baku: BSU, - December 24, 2020. - p. 513-515.

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