



METHODS FOR EARLY IDENTIFICATION OF SOCIALLY DANGEROUS BEHAVIOR AMONG YOUTH AND PRACTICAL MEASURES

Kayumov Jokhongir Alimjon ugli

Researcher of Fergana State University, Fergana, Uzbekistan

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ABSTRACT

This article analyzes the issue of early detection of socially dangerous actions among young people studying in higher education institutions based on socio-philosophical and practical approaches. Practical measures were carried out using the case of Fergana State University, focusing on social risk factors, behavioral deviations among students, and effective methods for their identification. Phenomena such as non-traditional behavior, class absenteeism, aggressiveness, drug abuse, excessive engagement in social networks, exposure to extremist ideas, and ludomania are examined as the main forms of socially dangerous actions. The article proposes practical recommendations aimed at strengthening preventive work, psychological monitoring, and the application of a comprehensive approach.

One of the most urgent and pressing issues of our time is the range of problems emerging among young people. In particular, the rise and various manifestations of socially dangerous behaviors among students enrolled in higher education institutions have become a significant social concern. The disruption of social adaptation, moral and normative deviations, psychological instability, and susceptibility to destructive ideas among students are factors that pose a direct threat to societal stability. Therefore, the early identification of socially dangerous behaviors among youth, their prevention, and the effective organization of preventive measures have become key priorities in the activities of higher education institutions, especially within structures responsible for youth affairs. This article provides a socio-philosophical analysis of methods for early detection and concrete practical measures aimed at preventing socially dangerous behaviors among students, based on the experience of Fergana State University.

The issue of socially dangerous behaviors among youth has been studied within the disciplines of law, sociology, psychology, philosophy, and conflict studies. These studies have scientifically substantiated problems such as deviant behavior, social conflicts, psychological violence, and the influence of radical ideas on youth consciousness. At the same time, normative-legal documents related to state youth policy in Uzbekistan constitute the methodological foundation for addressing this issue.

At Fergana State University, the causes and consequences of socially dangerous behaviors among students were analyzed, and the main types of such behaviors were

classified into specific categories. For each category, practical measures were developed with the involvement of relevant specialists. These categories are described as follows:

1. Students with non-traditional dress styles – issues related to personal identity crises, protest attitudes, or the influence of subcultures. According to Article 11 of Chapter 4 (“Requirements for the Conduct and Official Communication of Professors, Teachers, Staff, Students, and Doctoral Candidates”), entitled “Rules on Dress and Appearance at the University,” of the “Code of Ethics” of Fergana State University, guidelines are provided regarding appropriate modern attire consistent with one’s academic and professional status. Based on the research of Professor I.B. Siddiqov of Fergana State University, socio-philosophical analyses, as well as practical proposals and recommendations, were developed.
2. Students who regularly miss classes – issues related to declining academic motivation and difficulties in social adaptation are analyzed. Based on the research of Professor I.B. Siddiqov, measures such as conducting individual interviews with students, assigning a psychologist, organizing students’ free time effectively, providing social support, and encouraging students based on a “Social Activity Index” have been widely examined.
3. Students exhibiting aggressive behavior – situations arising from psychological stress, family problems, or exposure to conflict-prone environments. The psychological factors underlying these problems were studied by F.Soliyev, Associate Professor and psychologist at Fergana State University. He developed methodological approaches for identifying manifestations of aggressive behavior among students, along with practical recommendations and intervention measures.
4. Students using narcotic and psychotropic substances – factors that increase the risk of personal and social degradation are examined. In accordance with Presidential Decree No. PF-73 of May 6, 2024, “On Strategic Measures to Eliminate the Negative Impact of Narcotic Drugs and Psychotropic Substances on Public Health and the Nation’s Gene Pool by Preventing Their Illegal Circulation in the Republic of Uzbekistan,” a National Strategy for 2024–2028 on preventing and combating drug abuse has been approved. The main directions of the National Strategy include education and awareness-raising—promoting healthy lifestyles among youth and women, strengthening their immunity against drug addiction through mass media campaigns, educational events, roundtable discussions, and special actions. In addition, research activities aimed at introducing new methods for the prevention and treatment of drug addiction into practice are being carried out.
5. Students in need of social protection and working students – issues related to identifying and addressing situations where students are at high risk of dropping out due to economic difficulties are analyzed. Students in need of social protection are those who, due to certain circumstances, live in difficult conditions and require special protection and support from the state and society. These include students with disabilities; former residents of orphanages; orphans or those deprived of parental care; students under guardianship; children from low-income families included in the “Unified Social Protection Register”; those listed in the “Iron Notebook,” “Youth Notebook,” or “Women’s Notebook”; students who have lost a breadwinner; and those from families with severe financial hardship. A database of such students has been formed, and their situations are subject to continuous monitoring and analysis. These issues have also been studied by Professor I.B. Siddiqov, who developed practical recommendations.
6. Students from conflict-prone families – young people at high risk of psychological instability and deviant behavior are studied through sociological and psychological methods, and appropriate practical measures are determined. In this regard, research conducted by Z. Sobirova, Associate Professor at Fergana State University, emphasizes that when tutors work with students from troubled families, they should not only focus on academic instruction but also pay close attention to their emotional and psychological condition. Based on these studies,

key recommendations have been developed for responsible staff working with this category of students.

7. Students prone to alcohol consumption – this issue is assessed as a condition contrary to a healthy lifestyle. In addressing alcohol dependence, the Law of the Republic of Uzbekistan “On the Prevention and Treatment of Narcological Diseases,” adopted on October 27, 2020, is of significant importance. Articles 25–37 of this Law clearly define the grounds, procedures, and mechanisms for the compulsory treatment of individuals suffering from narcological disorders. In accordance with these provisions, treatment of such individuals is currently carried out in specialized compulsory treatment institutions under the Ministry of Health of the Republic of Uzbekistan, particularly in narcological dispensaries.

8. It should be emphasized that the effective organization of preventive work with students prone to alcohol consumption is an important factor in ensuring the prevention of offenses. Alcohol dependence can lead to negative behavioral changes and create conditions conducive to various offenses and crimes.

9. In this regard, the system of preventive measures aimed at reducing alcohol consumption among youth includes educational and preventive measures, socio-economic measures, moral and ethical initiatives, medical interventions, psychological support, organizational measures, and other comprehensive preventive mechanisms.

10. Students excessively active on social networks – issues related to virtual dependency and the weakening of real-life social interactions have been studied by Professor I.B. Siddiqov of Fergana State University, who developed scientific and practical recommendations. Today, e-sports is no longer merely a form of entertainment; in many countries, it is officially recognized as a sport and a promising professional field. Its growing popularity among students contributes to the development of their intellectual, social, and professional potential. E-sports fosters strategic thinking, rapid decision-making, teamwork, and communication skills, which positively influence students’ personal and professional development.

11. Moreover, e-sports is closely linked with modern technologies, increasing interest in information technology and creating new economic opportunities. It serves as a global cultural and social platform that promotes cooperation and healthy competition among young people. Therefore, the properly guided development of e-sports within the student environment is of considerable importance.

12. At the same time, working with students excessively engaged in social networks requires a comprehensive and systematic approach. It is necessary to analyze students’ activities and understand their behavior in the digital environment. Enhancing media literacy, developing time-management skills, and conducting educational training sessions are effective tools in this regard. Additionally, involving students in creative, sports, and spiritual-educational activities and supporting the development of their interests and talents can reduce dependency on social networks. Strengthening cooperation among families, educational institutions, and teachers is also essential. Technological monitoring and targeted limitations help ensure the rational use of digital environments. Proper and balanced use of e-sports and social networks can enhance students’ social activity and potential. Organizing this process on a scientifically grounded and balanced basis is a key factor in ensuring students’ personal development and social stability.

13. Students influenced by alien ideas and extremist attitudes – issues related to preventing the emergence of radicalization risks have been studied by Professor I.B. Siddiqov of Fergana State University. On the basis of socio-philosophical analysis, scientific and practical recommendations have been developed to address this problem. Although it is difficult to classify fanaticism into precise levels, it manifests in various forms. For instance, scientific or religious fanaticism is expressed in the absolute acceptance of one’s own beliefs

and views as ultimate truth while rejecting alternative perspectives. Cultural fanaticism is characterized by elevating one culture above others and denying the value of alternative traditions. Socio-political fanaticism is reflected in uncompromising and extreme attitudes toward specific political or social groups.

When identifying students who are inclined toward fanaticism, attention should be paid to a number of indicators. These include rigidity and intolerance in thinking, the belief that one's views are absolutely correct, aggressive behavior, weakening ties with family and society, growing interest in radical ideas, withdrawal from classes and collective activities, and the predominance of one-sided, stereotyped expressions in speech. These signs may serve as important markers of fanatic tendencies.

Education, upbringing, and spiritual-enlightenment activities play an indispensable role in preventing the spread of alien and harmful ideas. Strengthening the ideological immunity of young people, fostering a spirit of patriotism and commitment to national values, and developing a healthy worldview are key directions in this process. When professors and instructors conduct classes in an interactive format based on dialogue and discussion, and engage students through educational hours, clubs, and individual conversations, positive outcomes can be achieved.

In addition, organizing awareness campaigns under the principle of "Enlightenment against Ignorance," explaining the destructive consequences of extremism and terrorism, and clarifying the legal responsibilities established by legislation are of particular importance. When using religious-educational materials, it is essential to ensure that they have undergone official expert review. Increasing both legal and religious literacy is also necessary.

Work with students displaying fanatic tendencies must be carried out systematically and in stages. First, the problem is identified through diagnostics and observation. Then, a trusting environment is created, followed by educational, psychological, and moral support. Involving students in constructive activities such as sports, arts, and social projects, as well as strengthening cooperation with families and the wider community, constitutes an important component of this mechanism.

This approach aims to highlight the main forms of fanaticism, the signs by which it can be identified, and effective mechanisms for working with students exhibiting such tendencies. The ultimate goal is to prevent the spread of alien and harmful ideas among students, to detect inclinations toward fanaticism at an early stage, and to educate young people on the basis of a healthy worldview and national as well as universal human values.

14. Students with gambling addiction (ludomania) – factors leading to personal and social problems as a result of gambling and gaming addiction are studied, and organizational mechanisms for preventive measures are introduced. Within the framework of research conducted by Professor I.B. Siddiqov of Fergana State University, mechanisms for working with students exhibiting gambling addiction tendencies have been developed and implemented.

Since gambling addiction is associated with psychological and, in some cases, physiological disorders, preventive and corrective work should be conducted in cooperation with psychologists, psychiatrists, and neurologists. In addition, when a responsible staff member identifies a student belonging to this vulnerable and socially disorganized category, appropriate measures should be taken.

When analyzing the process of gambling addiction, three key aspects require particular attention:

1. The behavioral patterns of the gambler;
2. Emotional tension and instability;
3. The underlying causes or triggering factors.

As a result of analytical studies, the main directions for identifying students with gambling addiction and organizing effective work with them have been defined.

1. Criteria for Identifying Students with Gambling Addiction Tendencies

A systematic and multi-actor approach is essential in identifying students prone to gambling addiction (ludomania). The following criteria are considered fundamental in this process:

- Establishing a permanent monitoring system on gambling-related tendencies within higher education institutions;
- Paying attention, during tutor–student interactions, to changes in speech, mood, and behavior;
- Identifying susceptibility to gambling addiction through surveys and diagnostic tests conducted by psychologists;
- Organizing preventive monitoring and interviews with the participation of prevention inspectors;
- Ensuring systematic observation of students' behavior by representatives of the Youth Union and dormitory educator-pedagogues;
- Placing students who demonstrate interest in risk-based or gambling games under special supervision.

2. Mechanisms for Working with Students with Gambling Addiction Tendencies

Work with students inclined toward gambling addiction should be carried out through a comprehensive, step-by-step, and socio-psychological approach. The main mechanisms include:

- Developing an action plan and a “roadmap” aimed at preventing gambling addiction;
- Conducting preventive events on the legal and social consequences of gambling addiction with the participation of law enforcement representatives;
- Organizing individual and group counseling sessions by practicing psychologists;
- Holding meetings and motivational discussions with individuals who have achieved success in life and possess positive experiences;
- Organizing meetings in cooperation with employment and career guidance organizations;
- Conducting warning-oriented conversations with individuals who have personally experienced the negative consequences of gambling addiction;
- Screening educational and impactful films on the topic;
- Establishing regular cooperation with students' parents and close relatives;
- Meaningfully organizing students' leisure time through sports, reading activities, national and ethno-sport games;
- Organizing e-sports competitions as a structured and supervised alternative activity.

3. Main Directions (Generalized)

- Early identification and monitoring;
- Psychological and pedagogical support;
- Legal awareness and preventive advocacy;
- Social adaptation and employment support;
- Promotion of a healthy lifestyle;
- Cooperation with family and community;
- Development of alternative and constructive activities.

Work with students inclined toward gambling addiction should not rely solely on prohibitive measures. Effective results can be achieved only through the integration of psychological, social, and educational approaches. These mechanisms serve to strengthen

students' social adaptation, encourage the abandonment of harmful habits, and foster a healthy lifestyle.

At Fergana State University, the causes and consequences of socially dangerous behaviors among students have been studied based on scientific and methodological approaches. To systematically organize work across ten identified categories, the electronic platform toifa.fdu.uz was created. Within the framework of this project, research was conducted using socio-philosophical analysis, psychological monitoring and observation, sociological surveys and interviews, comparative-analytical methods, and analysis of normative-legal documents. This methodology makes it possible to assess socially dangerous situations not only in terms of consequences but also from the perspective of underlying causes and conditions.

Conclusion

In conclusion, the project of working with youth through categorization represents one of the most effective tools for the early identification and prevention of socially dangerous behaviors. The experience of Fergana State University demonstrates that a conceptual approach, combined with psychological and social monitoring as well as moral and educational activities, contributes to strengthening social stability among students. Combating socially dangerous behavior requires not merely administrative measures but a person-centered, humane, and systematic policy..

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