

PSYCHOLOGICAL-PEDAGOGICAL DIAGNOSTICS IN THE PREVENTION OF OFFENSES AMONG SCHOOL STUDENTS

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ABSTRACT

This thesis analyzes the diagnostic and corrective methodological work aimed at preventing offenses among students in general secondary schools. It covers the theoretical and practical foundations of early identification of propensity to offend, the study of causes of deviant behaviour through diagnostic methods, and correctional activities designed to rectify identified deviations. The paper also describes the current legal and regulatory framework in the Republic of Uzbekistan regarding the prevention of offenses within the school education system, the system of diagnostic methods, and the main directions of psycho-corrective work.

In the process of socialisation and personality formation, social work within the education system is becoming increasingly important. The ability of society to provide a full-fledged education to all children is an indicator of its social health and a necessary condition for its sustainable development. Today, the problem of preventing offenses among minors remains relevant not only in the Republic of Uzbekistan but also globally.

The Republic of Uzbekistan has entrusted its competent state authorities with the task of preventing offenses among minors through the laws "On the Prevention of Offenses" and "On the Prevention of Neglect and Offenses among Minors." In order to ensure the implementation of the requirements of these laws, systematic measures aimed at preventing offenses are being carried out in general education schools.

Preventive work with school students requires a comprehensive approach that includes diagnostic and corrective aspects. Diagnostic work is focused on the early identification of students prone to delinquency, studying their psychological characteristics, family and social environment, while corrective work serves to rectify and prevent identified deviations.

In the Republic of Uzbekistan, activities to prevent offenses among minors are regulated by a number of laws and resolutions. In particular, the Cabinet of Ministers has adopted relevant decisions aimed at "further improving the system of preventing offenses among minors and working with neglected and unsupervised children." The activities of internal affairs bodies, commissions on minors' affairs, and the bodies accountable to them are being coordinated.

Preventive measures in general education schools are carried out in two forms: general (collective) prevention and individual prevention. General prevention encompasses educational, informational, and legal awareness activities covering all students, while individual prevention involves targeted work with students who are prone to committing offenses or who have already committed them.

A practice of classifying schools into "red", "yellow", and "green" categories based on the delinquency situation has been introduced. A "green" category school is one in which no crimes were committed by students during the reporting period; a "yellow" category school is one in which between one and three crimes (inclusive? the text says "bittadan ko'p, lekin uchtdan ortiq bo'lmagan" – more than one but not more than three) were committed; and a "red" category school is one in which more than three crimes were committed. This classification system enables monitoring of the delinquency situation in schools and the strengthening of preventive efforts.

Psychological diagnostics is the continuous comprehensive psychological study of children throughout their school years, identifying their individual psychological characteristics. In organising corrective activities, teachers are required to conduct diagnostic work based on the situation of adolescents. Based on diagnostic results, an individual approach is developed for each student, and preventive measures are determined.

The social profile of students is compiled based on observations, analysis of conducted work, recommendations of the class teacher, and the results of psychological analysis (diagnostics). This enables the school psychologist and the pedagogical staff to clearly see the situation of each student and take timely action.

In school practice, the following diagnostic methods are used to identify a propensity to delinquency:

1. **Observation** – systematic monitoring of indicators such as the student's behaviour, relationships with peers and adults, classroom activity, and discipline;
2. **Interview** – gathering information through individual interviews with the student, their parents, classmates, and the class teacher;
3. **Sociometry** – determining interpersonal relationships within the class and the student's position in the group;
4. **Psychological tests** – test methods aimed at identifying personality traits, accentuations, and inclinations.

Early detection of deviant behaviour requires an integrated approach, and all the above methods allow the school psychologist to obtain a complete picture of each student's condition. Minors who have committed an offence or exhibit behavioural deviations are placed under internal supervision of the general education school. Such students include those who miss classes without valid reasons and are regularly absent, those who have committed administrative offences, children from troubled families, and those with difficult upbringing.

In individual work in general education schools, a child who is likely to commit an offence or re-offend is placed at the centre of all preventive measures. Individual corrective work is carried out in the following directions:

- regular individual conversations with the student;

- working with the student's family, assisting in improving the family environment;
- involving the student in socially useful activities;
- organising psycho-corrective sessions;
- conducting training sessions aimed at preventing offences.

In psycho-corrective work with students with difficult upbringing, various psychological approaches and methodological tools are employed. The main goal of psycho-corrective work is to eliminate the student's negative behaviour, change their attitude towards the educational process in a positive direction, and ensure their social adaptation.

Taking into account the crisis characteristics of adolescence, the school psychologist should carry out psycho-preventive, psycho-corrective, and consultative work with students and their parents. This work serves to detect and correct deviant behaviour at an early stage.

In conclusion, the diagnostic and corrective methodological work for preventing offenses among students in general secondary schools is of significant socio-pedagogical importance. Diagnostic methods enable early identification of students prone to delinquency, the study of their psychological characteristics and social environment, while corrective methods allow for the rectification and prevention of identified deviations.

In the Republic of Uzbekistan, a solid legal and regulatory framework has been established in this regard, and the practice of classifying schools based on the delinquency situation, as well as implementing general and individual preventive measures, has been introduced. Only through the combined application of diagnostic and corrective methods, and through the cooperative efforts of all stakeholders – the pedagogical staff, psychologists, parents, and law enforcement agencies – can the prevention of offenses in general education schools achieve high effectiveness..

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