


“DIFFICULT” FAMILY AS A FACTOR OF COMPLICATIONS IN GIRLS’ MENTAL DEVELOPMENT AND INDIVIDUAL PREVENTION

Karaketova Dilnoza Yuldashevna

PhD, Senior Lecturer Of The Department Of Criminal Law, Criminology And Anti-Corruption Tashkent State University Of Law, Tashkent.

E-mail: d.yu.karaketova@gmail.com

Article Info	ABSTRACT
<p>Article history: Received May 05, 2024 Revised May 10, 2024 Accepted May 25, 2024</p> <p>Keywords: individual, family, socialization, criminology, value orientations, juvenile delinquents</p>	<p>The article is devoted to the issue of the influence of a “difficult” family on the nature of the mental development of teenage girls. The need for an in-depth criminological study of the personality of minor girls is substantiated in order to develop practical proposals and recommendations used in the implementation of individual prevention.</p> <p style="text-align: right;">This is an open-access article under the CC-BY 4.0 license.</p> 

Corresponding Author:

Karaketova Dilnoza Yuldashevna

University Of Law, Tashkent

Email: d.yu.karaketova@gmail.com

INTRODUCTION

This template It is known that the individual, his essence, is formed in the process of his entire life journey - in the process of socialization, as a result of which a person acquires certain properties and qualities that determine his behavior.

The term “socialization” is currently widely used not only in philosophical, sociological, socio-psychological, but also in criminological literature. The most widespread understanding of socialization is as a process “during which a human being ... acquires the qualities necessary for his life in society” [1]. The same view of the process of personality formation exists in psychology. So, A.N. Leontyev believes that

“personality formation presupposes the development of the process of goal setting and, accordingly, the development of the subject’s actions. Actions, becoming more and more enriched, seem to outgrow the circle of activities that they implement and come into conflict with the motives that gave rise to them.”[2]. From the point of view of the problem that interests us, we will highlight the following main aspects of the process of human socialization:

1. entry into the social environment;
2. mastering certain social roles, functions, norms, rights and responsibilities;
3. adaptation to the environment and active feedback on it;
4. development of a stable system of social orientations and attitudes.

Socialization is a complex and multifaceted process in which it is necessary to highlight the mechanisms and areas of socialization.

Mechanisms of socialization should be understood as those means by which a person perceives and assimilates social information. Depending on the content, nature and volume of this information, the set of mechanisms through which it is assimilated will also change. According to psychologists, the most important mechanisms of socialization include suggestion, adaptation, persuasion, imitation, identification, guidance, instruction, etc.

METHODS

The spheres of socialization are understood as those social institutions under the influence of which the development of social experience occurs. All spheres of socialization can be divided into spheres of macro- and microenvironment. The spheres of the macroenvironment include the system of social relations operating in society. The spheres of the microenvironment primarily include family, school and the immediate everyday environment during leisure time, etc. But since the individual is largely formed within the framework of the micro-relation, in immediate specific conditions, we set the task of studying precisely those institutions of socialization, the functioning of which is aimed at the development of individuals, primarily through upbringing and education. However, it should be borne in mind that the implementation of the socialization process has two specifics: firstly, each of the age stages of an individual’s development corresponds to a certain basic institution of socialization; secondly, acting in combination, many social institutions at different age stages have different intensities. Thus, a preliminary analysis of the socialization process allows us to state that:

1. the significance of individual spheres of socialization at certain stages of an individual’s development is different;
2. at different stages of personality formation, not only the intensity of the influence of individual institutions changes, but also the number of institutions, their combination (for example, family - personality; family - school - personality; family - school - informal groups in the field of leisure - personality, etc. .);

3. an increase in the number of institutions causes an increase in the number of social roles and statuses, and the difference in the intensity of influence is caused by the complication of their structure.

RESULTS AND DISCUSSION

Criminological interest in the process of socialization is due to the fact that its study makes it possible to establish facts of the negative impact of individual institutions on the individual and to prevent such influence. Of the factors of socialization, considered separately in the microenvironment, the most important and influential was and remains the parental family, the influence of which the child experiences first of all. Family conditions, including social status, occupation, financial situation, educational and cultural level of parents, largely determine the child's life path.

In addition to the conscious, purposeful upbringing that his parents give him, the child is influenced by the entire family atmosphere, and the effect of this influence accumulates with age, refracting into the structure of the personality.

Considering the influence of the family on the moral formation of the individual, V.A. Sukhomlinsky wrote: "The accuracy of a person's sensations, emotional sensitivity, impressionability, sensitivity, sensitivity, empathy with another person - all this is comprehended primarily in the family, in relationships with relatives"[3].

The family, indeed, is the first group that gives a person ideas about life goals and values, what one needs to know and how one should behave in a given situation. In the family, the foundations of a person's character, his attitude to work, moral, legal and other values are formed. However, for many years, upbringing in the family seemed to be opposed in importance to collective upbringing in educational institutions, pioneer and Komsomol organizations, was relegated to the background in public opinion, and was assessed as obviously less effective. The role of a woman as a homemaker, mother, and educator of her children lost prestige. This misconception has cost society dearly. The devaluation of family duty, the meaning of family life, orientation towards raising children, weakened family ties and other family ties, the loss of a sense of responsibility to society for children significantly affected their morality and spiritual health and caused serious social consequences.

Incorrect moral education in the family, which results in complications of mental development (for example, psychological alienation of the child), is associated by many authors with a complex of demographic indicators of the family (few children, single-parent families, financial and living situation).

However, our empirical research has revealed a different trend that has emerged recently. Children with behavioral disorders mostly come from families with at least three children. The reasons why minors are particularly at risk in such cases appear to be related to the increased complexity of raising multiple children at once. As a number of studies

show, large families most often live in poor conditions, in cramped houses and apartments and face financial difficulties.

If we take into account the fact that in Russia the type of small family steadily prevails, and large families (three or more children) make up no more than 15 percent, then based on this ratio we can draw the following conclusion: at present, it is large families that are more crime-prone.

In the recent past, criminologists linked the problem of single-parent families with the increased criminogenicity of the conditions of upbringing in these families, since a simple arithmetic relationship showed that the absence of one of the parents among minors who commit crimes is much more common than among adolescents who have not committed a crime [4].

But it seems that the point is not that an incomplete family is automatically the cause of the unlawful behavior of a minor teenager or girl, but in the circumstances of psychological development, which in an incomplete family can more easily manifest themselves. For example, for children with chronic mental disorders, a difficult family environment is typical, characterized by insufficient warmth of relationships and inconsistent, ineffective, or extremely harsh (or too weak) discipline. As a rule, these are single-parent or conflict families.

Investigating the psychological alienation of a teenager in the family, which can lead to the commission of crimes, Yu.M. Antonyan writes: "The absence, for example, of a father or his immoral behavior does not always shape the personality of the offender. Therefore, we believe that the decisive role in this is played not by the composition of the family or its wealth, not by the relationship between parents or their social prestige, but, mainly, by their emotional attitude towards the child, his acceptance or rejection." [5]. In principle, we agree with this conclusion. An incomplete family is not yet the reason for the formation of the personality of a minor with an attitude toward committing crimes.

Psychologists present the emotional tone of the relationship between parents and children in the form of a scale, at one pole of which there are the most warm, close, friendly relationships, and at the other - distant, cold and hostile. In the first case, the main means of education are attention and encouragement, in the second - severity and punishment. Many studies prove the advantage of the first approach. A child deprived of parental love has less chance of high self-esteem, warm and friendly relationships with other people.

In the criminological literature, much has been said about the possible social causes of mental disorders in children associated with the social status of the family [6]. However, surveys of specialists show that in minors the frequency of mental disorders does not clearly depend on the social status of the family, for example, determined by the profession of the father. Although it has been found that juvenile delinquency is common in families where the father is engaged in unskilled or low-skilled manual labor, this trend is characteristic mainly of families with the lowest social status. And the social status of the family is primarily associated with the area of residence, which has a low social status.

This phenomenon is based on a whole complex of reasons, but that's a completely different conversation. But one of them is that in areas with low social status (as opposed to a prestigious area), poor families, "difficult families," are concentrated, since housing in prestigious areas is too expensive. Therefore, regional differences in large cities play a corresponding role in the genesis of the psychological development of adolescents and, ultimately, their crime.

A study of underage girls who have committed crimes, most of whom suffer from psychophysiological and psychosomatic disorders, neurotic disorders, and communication difficulties, shows that all these phenomena are much more often observed during adolescence, in which the alienation of adolescents from their parents and their protest are most pronounced [7]. Hostility or inattention on the part of parents causes unconscious mutual hostility in a teenager. This hostility can manifest itself both openly towards parents and covertly. The unaccountable, unmotivated cruelty shown by some underage girls towards strangers who have not done anything wrong to them often turns out to be precisely the result of their experiences.

An underage girl herself can show alienation from her family. This can be explained in different ways. First of all, a feeling of alienation from the family is significantly common among minor girls with mental disorders. Secondly, although the alienation of a girl from her parents seems to be a fairly rare phenomenon, this age (adolescence) is a period in which her leisure activities occur less and less within the family circle and when there are disagreements about the style of clothing, hairstyle, leaving home and other similar questions are quite common. Some of these disagreements can become quite heated, and many girls of this age consider their parents somewhat "old-fashioned" and would like them to be less strict.

But still, research shows that, despite quite serious disputes over some issues of discipline, the majority of underage girls accept the basic value orientations of their parents and respect the need for restrictions and control (85% of the number of juvenile offenders surveyed. Among underage boys - this figure is three times less for offenders - 28%).

Thirdly, during the last stage of adolescence, many minor girls resist the norms of parental discipline and defend the right to make their own decisions. These disagreements reach their greatest intensity and acquire greater significance in cases where an already adult girl (by her standards) is still forced to be in a dependent position (including financial), while she feels a greater need for attention to herself (makeup, clothes, etc.). By the way, this circumstance often encourages her to engage in prostitution.

Individual prevention of crimes includes measures aimed at identifying persons with antisocial behavior, prone to committing crimes, who have committed crimes, keeping their account and having an educational impact on them. These measures include preventive interview, official warning, informing about the causes of crimes and the conditions that allow them to be committed, social rehabilitation and social adaptation, preventive registration, referral to compulsory treatment and administrative control.

M. 3. Ziyodullaev says that the effective implementation of individual preventive measures by prevention inspectors largely depends on the use of these measures in accordance with the requirements of the law, differentiating from each other, systematically and separately approaching each one [8].

CONCLUSION

In conclusion, it can be said that it ensures targeted orientation, effectiveness and individuality of preventive measures in preventing juvenile delinquency.

REFERENCES

- [1] Философская энциклопедия. М., 1970, Т. 5, С. 66. // Philosophical encyclopedia. М., 1970, V. 5, P. 66.
- [2] Леонтьев А.Н. Психологические основы дошкольной игры/Советская педагогика. 1944. №7-8, С. 210 // Leontyev A.N. Psychological foundations of preschool play/Soviet pedagogy. 1944. №7-8, p. 210
- [3] Сухомлинский В.А. Рождение гражданина. М., 1971, С. 277. // Sukhomlinsky V.A. Birth of a citizen. М., 1971, P. 277.
- [4] Раттер М. Помощь трудным детям. М.: «Прогресс», 1987 .С. 137-140 // Rutter M. Helping difficult children. М.: “Progress”, 1987.P. 137-140
- [5] В.Е.Эминов, Ю.М.Антонян. Личность преступника и ее формирование. // V.E.Eminov, Yu.M.Antonyan. The personality of the criminal and its formation. // URL:<https://cyberleninka.ru/article/n/lichnost-prestupnika-i-ee-formirovanie/viewer>
- [6] Ismoilov, I., K. R. Abdurasulova, and I. Yu Fazilov. "Kriminologiya." *Umumiy qism: IV oliy ta'lim muassasalari uchun darslik.-T.: O 'zbekiston Respublikasi IV akademiyasi(2015): 27-28.* // Ismailov, I., K. R. Abdurasulova, and I. Yu Fazilov. "Criminology." General part: textbook for MIA higher education institutions.-T.: MIA Academy of the Republic of Uzbekistan (2015): 27-28.
- [7] Umirzakov, B. . (2022). Analysis of legislation on the prevention of juvenile delinquency in developed foreign countries. *The American Journal of Political Science Law and Criminology*, 4(01), 66–72. <https://doi.org/10.37547/tajpslc/Volume04Issue01-11>
- [8] Зиёдуллаев М.З. Профилактика инспекторларининг ҳуқуқбузарликларнинг яқка тартибдаги профилактикаси бўйича фаолияти//Ўзбекистон Республикаси ИИБ Академиясининг ахборотномаси.-2017.-№4. Б.41. // 8. Ziyodullaev M.Z. Activities of prevention inspectors on individual prevention of crimes//Newsletter of the Ministry of Internal Affairs Academy of the Republic of Uzbekistan.-2017.-№4. P.41.