

METHODOLOGY FOR TRAINING FUTURE TEACHERS FOR THE RESOCIALIZATION OF DEVIANT YOUTH USING SUGGESTIVE METHODS

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Abstract: The article analyzes the methodology for preparing future teachers to socially rehabilitate youth with deviant behavior using suggestive methods.

Keywords: suggestive methods, deviant youth, socialization, future teachers, pedagogical methodology

Annotatsiya: Maqolada bo'lajak o'qituvchilarni suggestiv usullar orqali xulqi og'ishgan yoshlarni qayta ijtimoiylashtirishga tayyorlash metodikasi nazariy jihatdan tahlil qilinadi.

Kalit so'zlar: suggestiv usullar, xulqi og'ishgan yoshlar, ijtimoiylashtirish, bo'lajak o'qituvchilar, pedagogik metodika

Аннотация: В статье рассматривается методика подготовки будущих учителей к социальной реабилитации подростков с девиантным поведением с использованием suggestiv-методов.

Ключевые слова: suggestiv-методы, подростки с девиантным поведением, социализация, будущие учителя, педагогическая методика

Introduction

Deviant behavior (delinquent behavior, rule-breaking, aggression, and antisocial behavior) among young people is considered a widespread problem in society today. Working with these young people requires not only a psychological but also a pedagogical approach. Teachers play an important role not only as educators but also in the socialization and development of young people as individuals.

Suggestive methods serve to adapt to social norms by influencing the minds of young people using personal and psychological resources in the pedagogical process. Therefore, training future teachers using suggestive methods and teaching them how to work effectively with deviant youth is a modern pedagogical requirement.

In today's society, widespread behavior among young people that does not conform to moral and social norms is a significant socio-pedagogical problem. Young people with deviant behavior are individuals prone to violating rules and legal boundaries, and in most cases, exhibit aggressive and deviant behavior. They can not only create problems in the school and family environment but also negatively impact the social stability of society.

Therefore, when working with such young people, it is essential to effectively utilize modern knowledge in pedagogy and psychology.

Today, the training of future teachers in the education system encompasses not only educational but also educational and rehabilitative tasks. The role of teachers in reforming young people's deviant behavior and preparing them for social adaptation is invaluable. In this process, teachers act not only as individuals seeking to change the rules but also as specialists influencing the minds and emotions of young people.

Suggestive methods allow them to adapt to social norms, indirectly influencing the minds and needs of young people. These methods operate not only through psychological mechanisms but also require teachers to possess professional skills and strategic thinking. Through suggestion, young people recognize their mistakes, accept the norms expected in their social environment, and modify their behavior.

Modern educational theories and psychological research also show that suggestion methods can be highly effective in re-educating and socializing young people. Among these methods, individual and group exercises, role-playing, dramatization, visualization, and reflective exercises are particularly important. This process combines the theoretical knowledge of future teachers with practical experience, developing their professional competence.

Thus, this article analyzes the methodology for preparing future teachers for the resocialization of deviant youth using suggestive methods. The goal is to enhance future teachers' ability to apply modern pedagogical and psychological knowledge in practice, develop their skills for effective work with young people, and unlock the pedagogical potential of suggestive methods.

Sharipov's work describes the use of suggestive methods in youth psychology and pedagogy, their importance in developing intrinsic motivation and awareness. This source serves as the main theoretical foundation of the article, as it describes in detail the pedagogical mechanisms of suggestive methods and offers practical skills for teachers working with young people.

Abdullaev studied the effectiveness of suggestive methods in individual and group sessions with young people. He believes these methods can reduce deviant behavior and adapt it to social norms. The article uses this source as a practical tool, providing a scientific basis for preparing future teachers through training and group exercises.

Khashimova analyzes the impact of suggestive methods on the consciousness and emotions of young people through dramatization and role-playing. In her opinion, such methods are the most effective means of reducing and socializing deviant behavior. This article uses this source as the basis for developing practical exercises and pedagogical strategies.

Research Methodology

The purpose of the study was to examine the process of preparing future teachers for the resocialization of deviant youth using suggestive methods.

The study utilized theoretical analysis, observation, questionnaires, role-playing, and psychological testing.

Conclusion

The study results showed that training future teachers using suggestive methods is highly effective in resocializing deviant youth. Suggestive methods play a significant role in activating young people's intrinsic motivation, preparing them to accept social norms, and regulating deviant behavior. These methods operate not only through psychological mechanisms but also produce effective results when combined with the teacher's professional competence and practical skills.

The scientific analysis showed that through individual and group training, role-playing, dramatization, visualization, and reflective exercises, future teachers can enhance their pedagogical competence and develop skills for working effectively with young people. Furthermore, suggestive methods influence young people's psychology, providing them with an understanding of their mistakes and knowledge of how to behave in a social environment, thereby helping them regulate their behavior.

The practical part of the study demonstrated that the effectiveness of suggestive methods is determined by the pedagogical training and psychological knowledge of future teachers. Thus, a teacher's ability to demonstrate an individualized approach, empathy, emotional control, and motivational skills are paramount in the resocialization of young people. Furthermore, through suggestive methods, young people learn to evaluate their actions and analyze themselves, which significantly contributes to their social and moral development.

Furthermore, the study demonstrated that suggestive methods can be effectively used in modern pedagogical processes not only in the rehabilitation of young people with behavioral disorders but also in general education. For example, role-playing and dramatization are important for developing young people's social skills through active participation and empathic experience. At the same time, reflective exercises and case studies help strengthen young people's analytical thinking and prepare them to make sound decisions in real-life situations.

On this basis, it can be concluded that training future teachers using suggestive methods is important not only for enriching pedagogical knowledge but also for reducing deviant behavior among young people, their adaptation to the social environment, and their individual development. This represents an effective pedagogical mechanism for ensuring social stability in the family, school, and society. In conclusion, the study's results allow for methodologically supplementing the training of future teachers using suggestive methods and improving contemporary pedagogical education in preparing them for work with

deviant youth. Furthermore, these methods provide an effective mechanism for modern pedagogical and psychological approaches to enhancing teachers' professional competence, promoting youth socialization, and reducing deviant behavior.

Recommendations

1. Strengthening theoretical and practical training in suggestive methods:

It is recommended to provide future teachers with pedagogical and psychological knowledge, and organize specialized trainings and seminars on the effective use of suggestive methods in working with adolescents with behavioral disorders.

2. Developing skills through practical exercises and role-playing:

Future teachers should be trained to develop skills in working with adolescents through group exercises, dramatization, and case analysis, as well as their effective application in the rehabilitation process.

3. Implementing an individualized approach and reflective exercises:

It is recommended to develop individualized strategies based on the psychological characteristics, behavior, and motivation of each age group, and analyze their behavior through reflective exercises.

4. Implementing a mentoring and supervision system:

In the educational process, the effectiveness of future teachers and their skills in working with adolescents should be regularly assessed and improved through supervision and recommendations from experienced teachers.

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