



CONDITIONS OF FORMATION OF DELINQUENT BEHAVIOR

Turumbetova Zamira Yusupbaevna

PhD, Associate Professor, Department of General Pedagogy and Psychology
 Karakalpak State University, Nukus, Uzbekistan, Karakalpakstan

ABSTRACT

This article deals with delinquent behavior, often seen in adolescents, is a complex phenomenon influenced by various social, psychological, and environmental factors. This article aims to explore the underlying conditions contributing to the formation of delinquent behavior, focusing on the role of family dynamics, peer influence, socioeconomic status, and psychological factors. The study examines how dysfunctional family structures, lack of parental supervision, and exposure to criminal behaviors in the community can create an environment conducive to delinquency. Furthermore, peer pressure and the desire for social acceptance often lead individuals to engage in deviant behaviors. Psychological factors such as low self-esteem, impulsivity, and mental health issues also play a significant role in the development of delinquency.

KEYWORDS

Delinquent behavior, components, social deviations, the individual (person), various social, psychological, factors.

Introduction

The study of the conditions leading to the formation of delinquent behavior is of paramount importance in both criminology and psychology. Delinquent behavior, often associated with criminal acts or antisocial activities, poses significant challenges to individuals, families, and society as a whole. Understanding the multifaceted factors that contribute to its development is essential for preventing, mitigating, and addressing such behavior effectively. This research holds critical relevance for the following reasons:

1. Preventive Measures and Early Intervention. By identifying the key conditions that contribute to the formation of delinquent behavior, this research can inform preventive strategies aimed at vulnerable populations. Early intervention is crucial, as research shows that addressing risk factors at a young age can significantly reduce the likelihood of adolescents engaging in criminal or antisocial behavior later in life. This research can help in the design of targeted educational, social, and psychological programs for at-risk youth, thereby preventing the escalation of delinquency.
2. Improving Social and Educational Policies. Understanding the conditions of delinquent behavior aids in the development of more effective social and educational policies. Policies aimed at promoting positive family dynamics, improving access to quality education, and fostering community involvement can serve as proactive measures against the formation of delinquent behavior.

3. Psychosocial and Environmental Factors. Delinquent behavior does not arise in a vacuum but is shaped by a combination of psychosocial, familial, economic, and environmental conditions. By examining these factors, this research contributes to a deeper understanding of how poverty, family dysfunction, peer influence, and community conditions interact to influence behavior. This knowledge can guide therapeutic interventions and social support systems designed to mitigate these risk factors and provide healthier alternatives for at-risk individuals.

4. Legal and Criminal Justice Reform. The insights gained from studying delinquent behavior are crucial for criminal justice professionals, including law enforcement, judges, and probation officers, in understanding the root causes of criminal behavior. This understanding can lead to more effective rehabilitation programs, tailored to address the specific needs of offenders, especially those who are juveniles. Furthermore, it can contribute to reforming the juvenile justice system by focusing on rehabilitation and social reintegration, rather than solely punitive measures.

5. Reducing Crime and Enhancing Public Safety. By addressing the underlying conditions that contribute to delinquent behavior, society can reduce the incidence of crime, enhance public safety, and foster social harmony. Understanding the conditions that lead to delinquency enables the creation of programs that focus not only on the individual but also on the broader social structures that may influence behavior. This, in turn, leads to a more holistic approach to crime prevention and reduction, improving the overall quality of life for communities.

6. Supporting Mental Health and Social Services. The conditions contributing to delinquent behavior often overlap with mental health issues, substance abuse, and social exclusion. Therefore, research on this topic is vital for improving mental health services, social work interventions, and community outreach programs. By identifying the factors that increase the risk of delinquency, this research can guide the development of integrated support services aimed at addressing both the psychological and social needs of individuals at risk.

The research into the conditions of formation of delinquent behavior is integral to a broader understanding of crime prevention and rehabilitation. It has the potential to inform public policy, legal reforms, and targeted interventions that can prevent delinquency before it manifests. The knowledge gained can also assist in providing appropriate support to individuals, reducing crime rates, and promoting healthier, safer communities. Addressing the root causes of delinquent behavior is not only beneficial for those directly affected but also for society as a whole, contributing to a more just, inclusive, and harmonious social environment.

LITERATURE REVIEW

Delinquent behavior, defined as conduct that violates social norms, legal rules, or ethical standards, is a complex phenomenon shaped by various factors, including individual, social, and environmental influences. Understanding the conditions under which delinquent behavior develops is crucial for developing effective intervention strategies. The literature on the formation of delinquent behavior spans several disciplines, including psychology, sociology, and education, providing diverse perspectives on its origins and contributing factors as in the following:

1. Psychological Factors. Psychological theories emphasize individual traits and cognitive patterns that may predispose individuals to delinquent behavior. According to Eysenck's Personality Theory [4], individuals with certain personality traits, such as impulsivity, low self-control, and high aggression, are more likely to engage in delinquent activities. These traits often stem from early

childhood experiences, including inconsistent or harsh parenting, which can hinder the development of self-regulation and empathy.

Furthermore, attachment theory [3] suggests that insecure attachments, particularly to caregivers, increase the risk of delinquency. Children who do not develop secure emotional bonds may have difficulty forming prosocial relationships and may instead turn to delinquent peers for social validation. Research by Farrington [5] supports this view, indicating that early family dynamics and childhood attachment patterns are critical in the emergence of antisocial behaviors in adolescence.

2. Family and Social Environment. The family environment plays a central role in shaping behavior. A number of studies show that children from dysfunctional families, characterized by parental neglect, abuse, or criminal behavior, are more likely to engage in delinquency. Research by Loeber and Stouthamer-Loeber [7] suggests that family-related factors such as poor supervision, inconsistent discipline, and parental conflict contribute significantly to juvenile delinquency.

Peer influence is another critical factor in the formation of delinquent behavior. According to Akers' Social Learning Theory [1], individuals learn delinquent behavior through their interactions with peers who promote and reinforce criminal actions. The likelihood of engaging in delinquency increases when a person associates with others who have a favorable attitude towards lawbreaking behavior. This is further reinforced by research showing that peer groups act as a source of validation and social learning, especially during adolescence when peer acceptance becomes highly significant.

3. Socioeconomic and Cultural Conditions. Social and economic conditions also contribute to delinquent behavior. Research consistently shows a strong correlation between poverty, social inequality, and higher rates of juvenile delinquency. Merton's Strain Theory [8] posits that individuals in lower socioeconomic strata may resort to delinquent behavior as a means of achieving culturally valued goals (such as wealth or success) when legitimate means are unavailable to them. This idea is supported by empirical studies indicating that areas with high poverty and limited access to education, employment, and social services experience higher rates of youth crime [11].

Moreover, cultural attitudes towards crime and violence can shape the likelihood of delinquent behavior. For instance, in some subcultures, aggressive behavior is normalized or even valorized, leading young people to engage in delinquency as a means of asserting identity and gaining respect. This cultural dimension is crucial to understanding how delinquency manifests differently across diverse social contexts.

4. School Environment and Educational Failure. The school environment is another critical factor in the formation of delinquent behavior. Several studies highlight the role of educational failure in the development of delinquency. According to Hirschi's Social Bond Theory [6], individuals who feel alienated from educational institutions or who fail academically may be more susceptible to deviant behavior due to weakened social bonds to conventional institutions. Students who experience failure, bullying, or exclusion are at greater risk of engaging in delinquent acts as a form of rebellion or self-expression. Research by Rutter et al. [10] suggests that school-related factors, such as low academic achievement, poor school climate, and weak teacher-student relationships, contribute significantly to youth crime. Moreover, students who disengage from school are more likely to associate with delinquent peers, reinforcing their deviant behaviors.

5. Biological and Genetic Factors. There is growing interest in the role of biological and genetic factors in the development of delinquent behavior. Studies on the genetic basis of aggression and antisocial behavior have indicated that certain genetic traits may predispose individuals to delinquency [12].

Additionally, neurobiological factors, such as brain function abnormalities or hormonal imbalances, have been associated with an increased risk of aggression and impulsivity, which are linked to delinquent behavior.

Research by Raine [9] found that individuals with structural and functional abnormalities in the prefrontal cortex are more likely to engage in impulsive, aggressive, and delinquent behavior. These findings suggest that biological predispositions can interact with environmental factors to influence the development of delinquency.

6. **The Role of Media and Technology.** In recent years, the influence of media and technology on delinquent behavior has become a focal point of research. Several studies have suggested that exposure to violent media, including video games, movies, and social media platforms, can increase aggression and desensitize individuals to violent behavior [2]. The portrayal of crime and deviance in media can shape attitudes toward lawbreaking and normalize delinquent behavior, particularly among impressionable adolescents.

DISCUSSION

Delinquent behavior refers to actions or behaviors that violate societal norms or legal codes, particularly those committed by juveniles or young adults. The formation of delinquent behavior is a complex phenomenon influenced by a multitude of interrelated factors, ranging from individual traits to environmental and socio-cultural conditions. Understanding these conditions is crucial for developing effective prevention and intervention strategies aimed at reducing delinquency and promoting positive development among youth.

Psychological and Developmental Factors

Individual Personality Traits and Psychological Disorders: One of the primary conditions contributing to delinquent behavior is the presence of certain psychological traits or disorders. Adolescents with conduct disorders, antisocial personality traits, or impulse control issues are more likely to engage in delinquent activities. These individuals often exhibit aggression, a lack of empathy, or an inability to regulate their emotions, which can lead to destructive behaviors such as violence, theft, or vandalism. The early identification of such traits can be key to preventing the escalation of delinquency.

Cognitive and Moral Development: A juvenile's cognitive and moral development plays a significant role in the formation of delinquent behavior. Adolescents in particular are still undergoing a process of moral reasoning, and those with underdeveloped moral or ethical reasoning may be more likely to disregard laws and social norms. Incomplete or immature moral development can lead to a greater propensity for risky and illegal behaviors, as the long-term consequences of actions are not fully understood or valued.

Peer Influence and Social Learning: Peer influence is one of the most significant factors influencing the onset of delinquency, especially in adolescence. Social learning theory suggests that young individuals learn behavior by interacting with and imitating those around them. If an adolescent is exposed to peers who engage in delinquent behaviors, they are more likely to adopt similar behaviors. This can lead to a cycle where a group of peers collectively engages in illegal or harmful activities, further reinforcing delinquent tendencies among group members.

Family Environment and Parenting Practices

Family Structure and Dynamics: The family environment is one of the most important factors in the development of delinquent behavior. Children growing up in dysfunctional families—characterized by inconsistent discipline, neglect, or abuse are at an increased risk of developing behavioral problems. Lack of supervision, parental substance abuse, or domestic violence within the home can create an environment that normalizes aggressive or anti-social behavior. Additionally, children from single-parent households or those experiencing parental separation may also face emotional and psychological challenges that contribute to delinquency.

Parenting Styles: Research has shown that parenting styles significantly affect a child's behavioral development. Authoritative parenting, characterized by warmth, communication, and clear boundaries, is associated with lower rates of delinquency. On the other hand, authoritarian or neglectful parenting, where children experience harsh discipline or lack emotional support, increases the likelihood of delinquent behavior. Inconsistent discipline, failure to provide appropriate role models, or a lack of positive reinforcement can undermine the development of self-control and respect for social norms.

Socioeconomic and Environmental Factors

Poverty and Social Inequality: Poverty and socioeconomic disadvantage are often linked to a higher risk of delinquent behavior. Adolescents from low-income backgrounds may experience limited access to quality education, healthcare, and extracurricular opportunities. Economic hardship can also lead to stress and a sense of hopelessness, which may increase the likelihood of delinquency as a means of coping or achieving status. Moreover, neighborhoods with high levels of poverty often have higher crime rates, and young individuals in these areas may be more exposed to criminal behavior, either through direct participation or as passive witnesses.

Exposure to Crime and Violence: Living in environments where violence and crime are prevalent can normalize these behaviors for young individuals. Those exposed to criminal activity or violent behavior within their communities or households may come to view delinquency as an acceptable or inevitable response to their circumstances. In areas with high crime rates, youth may also face additional pressures to engage in illegal behavior for protection, economic gain, or peer acceptance. Over time, exposure to crime can lead to desensitization and increased likelihood of engaging in delinquent acts themselves.

Educational and School Environment: The educational environment is another critical factor in the development of delinquent behavior. Poor academic performance, lack of engagement with school, and negative experiences with teachers or peers can increase the risk of juvenile delinquency. Youth who experience academic failure or feel disconnected from the school system may turn to delinquent behavior as an alternative form of expression or social validation. Bullying, school violence, or feeling marginalized in an educational setting can also contribute to the likelihood of delinquency.

Cultural and Societal Influences

Cultural Norms and Media Influence: Cultural norms and societal values play a significant role in shaping behavior. In societies where violence, materialism, or individualism are glorified, young individuals may internalize these values and replicate them in their behavior. The portrayal of criminal behavior in the media, including television shows, movies, and video games, can also desensitize youth to the consequences of illegal acts. In some cases, media may even glamorize delinquent

behaviors, making them appear more attractive or desirable, particularly to vulnerable individuals seeking identity or status.

Peer Pressure and Social Networks: The influence of social networks and peer groups cannot be overstated. Adolescents are particularly susceptible to peer pressure, as they are in the process of developing their own identities and seeking social acceptance. If their peer group is engaged in delinquent activities, they may feel pressured to conform to group norms, even if they are initially resistant to such behaviors. Peer groups can create a social context where delinquency becomes a way to gain social status, and engaging in illegal activities may be perceived as a means of gaining approval or recognition.

Prevention and Intervention

Understanding the conditions that contribute to the formation of delinquent behavior is crucial for developing effective prevention and intervention strategies. Interventions should target multiple levels, including individual, familial, and community-based approaches. Programs focused on enhancing emotional regulation, moral reasoning, and problem-solving skills can help prevent the onset of delinquency. Family therapy and parenting programs can address dysfunctional family dynamics and promote healthier, more supportive environments for children.

Furthermore, community-based initiatives that provide positive peer interactions, after-school programs, and opportunities for social engagement can reduce the likelihood of youths engaging in criminal behavior. Schools play an important role in identifying at-risk students early on and providing support through counseling, mentorship, and academic assistance.

The formation of delinquent behavior is the result of a complex interplay between individual, familial, environmental, and societal factors. While there is no single cause, understanding the conditions that contribute to delinquency allows for the development of targeted, multifaceted interventions aimed at prevention and rehabilitation. Early intervention, supportive family structures, positive peer influences, and community engagement are all essential components of a comprehensive approach to addressing and mitigating delinquent behavior in youth.

CONCLUSION

Thus, the conditions that lead to delinquent behavior are multifaceted, encompassing biological, psychological, familial, social, educational, and environmental factors. Understanding these influences is critical for developing effective preventive measures and interventions aimed at reducing delinquency and promoting positive youth development. Through a combination of early intervention, community engagement, and family support, it is possible to mitigate the conditions that contribute to delinquent behavior and foster healthier, more resilient individuals. The formation of delinquent behavior is influenced by a complex interaction of psychological, familial, social, cultural, educational, and biological factors. Understanding these conditions requires a multidisciplinary approach that considers not only individual traits but also the broader social and environmental contexts. Early intervention programs that address family dynamics, peer influence, academic support, and community resources can play a crucial role in preventing the development of delinquent behaviors and promoting healthier pathways for youth.

REFERENCES

1. Akers, R. L. (1973). *Deviant Behavior: A Social Learning Approach*. Wadsworth.
2. Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, 78(4), 772–790.
3. Bowlby, J. (1969). *Attachment and Loss: Volume I. Attachment*. Hogarth Press.
4. Eysenck, H. J. (1977). *The Psychopathology of Crime: Criminal Behavior and Mental Disorder*. Springer-Verlag.
5. Farrington, D. P. (1995). The development of offending and antisocial behavior: Key findings from the Cambridge Study in Delinquent Development. *Journal of Child Psychology and Psychiatry*, 36(6), 929-964.
6. Hirschi, T. (1969). *Causes of Delinquency*. University of California Press.
7. Loeber, R., & Stouthamer-Loeber, M. (1986). Family factors as predictors of juvenile conduct problems and delinquency. *Psychological Bulletin*, 100(2), 251-267.
8. Merton, R. K. (1938). Social structure and anomie. *American Sociological Review*, 3(5), 672–682.
9. Raine, A. (1993). *The Psychopathology of Crime: Criminal Behavior and Mental Disorder*. Academic Press.
10. Rutter, M., Tizard, J., & Whitmore, K. (1979). *Education, Health and Behavior*. Longman.
11. Sampson, R. J., & Wilson, W. J. (1995). Toward a theory of race, crime, and urban inequality. In J. Hagan & R. D. Peterson (Eds.), *Crime and Inequality* (pp. 37–54). Stanford University Press.
12. Walsh, A. (2002). *Criminology: The Essentials*. Sage Publications.
13. Sarsenbaeva Z. J. Pedagogical Peculiarities of forming linguocultural competence of higher education students in Karakalpakstan //EPRA International Journal of Multidisciplinary Research (IJMR)-Peer Reviewed. – 2021. – Т. 7. – №. 2021. – С. 161-166.
14. Sarsenbaeva Z. FACTORS IN IMPROVING LINGUOCULTURAL COMPETENCE //Му-аллим оғ; м зликсиз билимлендири³. – С. 26.
15. Zoya S. LITERARY ANALYSIS OF DAVID MITCHELL’S WORKS IN ENGLISH LITERATURE //Talqin va tadqiqotlar ilmiy-uslubiy jurnali. – 2024. – Т. 2. – №. 41. – С. 11-19.
16. Сарсенбаева З. Analysis of images and symbols in english non-realistic works //Ренессанс в парадигме новаций образования и технологий в XXI веке. – 2023. – Т. 1. – №. 1. – С. 229-232.