



**PEDAGOGICAL AND PSYCHOLOGICAL
METHODS OF WORKING WITH TROUBLED
ADOLESCENTS**

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ABSTRACT

This article analyzes the formation of behavioral patterns in troubled adolescents, as well as systematic pedagogical and psychological methods used in working with them. Alongside the scientific perspectives of global and local scholars, the study reflects the priority directions of the "Uzbekistan – 2030" Strategy and the conceptual views of President Sh. M. Mirziyoyev on youth policy. The correction of deviant behavior is examined through the lens of teacher–psychologist–parent collaboration based on an innovative "Colored Staircase" cluster model.

In today's age of rapid globalization, accelerating information flows, and digital technology development, personal development—and specifically navigating the crises of adolescence—remains one of the most pressing issues in pedagogy and psychology. Adolescence (ages 11–15) is a stage in human life characterized by the sharp convergence of physiological, psychological, and social changes. During this period, certain adolescents exhibit deviations from generally accepted legal and moral norms, namely deviant behavior.

At the modern stage of development in New Uzbekistan, youth education—particularly systematic work with "difficult" or troubled adolescents—has been elevated to the level of state policy. The "Uzbekistan – 2030" Strategy defines the upbringing of a healthy and harmoniously



developed younger generation, along with the early identification and resolution of their socio-psychological issues, as a key priority.

As President Shavkat Mirziyoyev emphasized: "It is not without reason that our people say: 'Seven neighborhoods are parents to one child.' Not only parents, but the entire society is responsible for the upbringing, conduct, and moral values of our children." Grounded in this principle, this article examines innovative pedagogical and psychological methods for working with troubled adolescents.

Global psychological schools have left a substantial scientific legacy concerning adolescent emotional crises and the underlying roots of deviant behavior. In his identity theory, prominent American psychologist Erik Erikson characterizes adolescence as a period of "role confusion and ego-identity crisis." According to Erikson, if an adolescent fails to discover their self-identity during this stage, socially destructive behavior and rebellion against their surroundings may emerge.

German researcher Karl Leonhard links behavioral challenges in adolescents to character accentuation. Amid the hormonal shifts of adolescence, heightened accentuations of hyperthymic, labile, or schizoid types can lead to negative manifestations such as aggression, depression, or social alienation. Furthermore, Albert Bandura's Social Learning Theory illuminates the influence of environment and modeling on problematic behavior. Bandura points out that adolescents frequently observe aggressive or destructive habits within their families or via media environments, subsequently adopting them through imitation.

In Uzbekistan, adolescent psychology, family dynamics, and deviant behavior have been extensively researched by local scholars. Notably, Academician G. B. Shoumarov thoroughly investigated the influence of the Eastern family environment and national mentality on child rearing. Shoumarov highlights that a breakdown in emotional closeness between parents and children in Uzbek families often gives rise to a "latent rebellion" within the adolescent. Psychologist V. M. Karimova, meanwhile, explored adolescents' social perceptions and their adaptation processes within peer groups.

Addressing the education and upbringing of youth, especially the prevention of juvenile delinquency, President Sh. M. Mirziyoyev stated: "We must fundamentally transform the essence, upbringing, and environment in schools. Prevention inspectors and psychologists must engage with schools in such a way that they find a path to the heart of every troubled child." This directive underscores the necessity of moving beyond administrative punitive measures toward humanistic and psychological approaches within educational institutions.

The "Colored Staircase" (Collaboration Cluster) Model

To prevent fragmented interventions when working with a troubled adolescent, the responsibilities of the "Parent – Teacher – Psychologist" triad have been structured into a tiered



model that ascends from foundational assessment to the overarching goal: the Colored Staircase (Quantum Cluster).

- Step 1 (Red): Early Diagnostics and Identification

- Teacher's role: Monitors abrupt behavioral changes, poor attendance, and social withdrawal.

- Psychologist's role: Determines the adolescent's character accentuations and anxiety levels through specialized diagnostic assessments.

Parent's role: Transparently alerts the school regarding adverse home dynamics and behavioral issues observed at home.

- Step 2 (Yellow): De-escalation of Internal Crisis (Therapy)

Teacher's role: Prevents negative labeling of the student and fosters an inclusive, supportive classroom climate.

- Psychologist's role: Conducts individual Cognitive Behavioral Therapy (CBT) and art therapy sessions.

- Parent's role: Abandons authoritarian control or hyper-protective parenting styles and begins actively listening to the child.

- Step 3 (Green): Social Integration and Resocialization

- Teacher's role: Entrusts the adolescent with constructive responsibilities in class (e.g., leadership roles, event organization).

- Psychologist's role: Enhances the adolescent's empathy and interpersonal skills through group training and role-playing exercises.

- Parent's role: Sustains a secure, affectionate, and low-conflict home environment (a "distress-free zone") that respects the adolescent's individuality.

- Step 4 (Blue): Final Outcome and Ongoing Monitoring

Tripartite Goal: In alignment with the vision of the "Uzbekistan – 2030" Strategy, the adolescent's deviant tendencies are channeled constructively through sublimation, cultivating robust social resilience.

Effective Pedagogical and Psychological Methods

- Method of Trust and Responsibility (Pedagogical): Troubled adolescents often experience a sense of alienation and worthlessness. Entrusting them with meaningful tasks positively alters their self-esteem and fosters accountability.

- Cognitive Behavioral Therapy (Psychological): This method enables adolescents to understand how their thoughts shape their actions. The psychologist helps identify and restructure automatic negative thought patterns—such as "nobody cares about me"—into constructive and realistic perspectives.

Conclusion



Working with troubled adolescents is a long-term undertaking that demands professional competence. The priorities set forth by President Shavkat Mirziyoyev and the overarching objectives of the "Uzbekistan – 2030" Strategy make it clear that youth education must prioritize humanistic principles and cross-sector collaboration over punitive measures. When teachers, psychologists, and parents unite under structured frameworks such as the proposed "Colored Staircase" cluster model, it becomes possible to guide troubled adolescents toward successful resocialization and healthy integration into society.

Footnotes / Citations:

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