



PAPER

WAYS TO TRAIN FUTURE TEACHERS FOR RE-SOCIALIZATION OF BEHAVIORALLY DEVIATED YOUTHS THROUGH SUGGESTIVE METHODS

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Abstract

This article analyzes the theoretical and practical aspects of preparing future teachers to work with young people displaying deviant behavior through the use of suggestive (influential) methods. The study highlights the importance of teachers' professional competence and psychological readiness in the process of resocialization of young people, as well as the effectiveness of suggestive methods in educational practice. Scientific conclusions and recommendations for improving the training of future teachers are presented.

Key words: suggestion, deviant behavior youth, resocialization, pedagogical influence, future teacher, psychological readiness.

Introduction

At the current stage of social development, one of the most important tasks of the education system is the development of a well-rounded, socially active, and spiritually mature individual. Particularly in the context of globalization, the rapid development of information technology, and the complexity of social relations, various changes in the consciousness and behavior of young people are observed. In some cases, this leads to deviations from social norms, that is, to the manifestation of

deviant behavior. The problem of deviant youth is relevant not only from a pedagogical perspective, but also from a socio-psychological, legal, and spiritual perspective. Such young people face difficulties in fully participating in society and overcome various obstacles in the process of adapting to the social environment.

As a result, they experience a disruption of self-awareness, decreased social activity, and susceptibility to the influence of negative groups. From this perspective, the issue of resocialization of deviant youth is considered a key focus of

Compiled on: February 3, 2026.

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the modern education system. The process of resocialization includes the adaptation of young people to social norms, values, and positive behavior patterns, the development of their personal potential, and the formation of them as useful members of society. The teacher's personality, particularly the professional training of the future educator, is crucial in this process. After all, a teacher is not only an educator but also a mentor, guide, and social and spiritual supporter.

Working with deviant youth requires a high level of professional competence, psychological stability, empathy, and an individualized approach. Experience shows that traditional pedagogical methods do not always produce the expected results when working with deviant youth. These young people may develop resistance, mistrust, and a negative attitude toward pedagogical intervention. Therefore, there is a need to employ effective methods based on non-traditional psychological interventions in the educational process. Among these, suggestive methods are particularly important in pedagogical practice. Suggestion is a method of psychological and pedagogical influence aimed at changing a person's behavior, attitudes, and inner state by indirectly influencing their consciousness and emotions.

These methods are based on trust, spiritual closeness, positive communication, and a supportive atmosphere. Scientific research emphasizes that the use of suggestive methods in the educational process increases students' intrinsic motivation, mitigates negative behavior patterns, and promotes positive personal development. These methods are considered an important tool for enhancing the effectiveness of pedagogical interventions, especially when working with young people exhibiting deviant behavior. At the same time, the use of suggestive methods requires specific professional training. Future teachers must thoroughly understand the theoretical foundations, psychological mechanisms, and practical application of these methods. Otherwise, improper use of suggestive methods can lead to unexpected negative consequences.

From this perspective, the issue of preparing future teachers for the resocialization of deviant youth using suggestive methods requires in-depth research from a scientific, theoretical, and practical

perspective. This training serves to improve the content of pedagogical education, develop the psychological and communicative competencies of future teachers, and enhance the effectiveness of the educational process. Review of Relevant Literature In the psychological literature, the causes of deviant behavior are attributed to social, family, and personal factors. Scientists have proven that preventative and corrective methods are more effective than punitive approaches when working with deviant youth. It is also noted that a person-centered, humanistic approach is essential for ensuring the social adaptation of youth. In pedagogical research, the decisive factors in working with deviant youth are considered to be the teacher's educational role, an individualized approach, and communication based on trust.

The teacher's personal example, emotional support, and a positive attitude in the educational process enhance the effectiveness of educational interventions. Scientific works devoted to suggestive methods emphasize the potential for behavior change through indirect influence on the human mind and emotions. Research has shown that suggestive influence, based on positive speech, an atmosphere of trust, and encouragement, increases youth's intrinsic motivation and reduces negative behavioral manifestations.

Research Methodology

The methodology of this study is aimed at the scientific, theoretical, and practical study of the process of preparing future teachers for the resocialization of deviant youth using suggestive methods.

Analysis and Results

The study conducted a comprehensive analysis of the current status, dynamics, and effectiveness of training future teachers in the resocialization of young people with behavioral problems using suggestive methods. The results were compared at the initial (diagnostic), formative, and control stages. During the diagnostic stage, the level of professional and psychological preparation of future teachers was assessed using questionnaires, tests, and observation methods. The results revealed that most students reported difficulties working

with young people with behavioral problems. In particular, they demonstrated insufficient knowledge of the nature of suggestive methods, their psychological mechanisms, and pedagogical application.

During observation, students demonstrated a lack of empathy in communication, a formal approach to understanding negative behavior, and a tendency toward rigidity in their educational influence. These cases demonstrated the need for specialized training for effective work with deviant youth in pedagogical practice. During the formative stage, a specialized pedagogical program based on suggestive methods was implemented. This program included lectures, practical classes, psychological training, role-playing games, and case studies. The training utilized pedagogical methods based on positive language, building trust, emotional impact, and encouragement. During the experimental work, student engagement increased significantly.

They attempted to analyze complex educational situations, develop communication models with deviant youth, and apply an individualized approach. Students began to develop self-awareness, reflection, and pedagogical self-control skills. The results obtained during the control stage were compared and analyzed with the baseline. A comparative analysis revealed that the formative experimental work significantly improved the preservice teachers' level of preparedness. Specifically, their confidence and positive attitude toward the practical application of suggestive methods increased.

Significant improvements were seen in:

- communicative competence;
- empathic attitude;
- psychological resilience;
- decision-making ability in pedagogical situations.

These changes contributed to the increased effectiveness of the preservice teachers' pedagogical interventions with young people exhibiting deviant behavior. The results confirm the effectiveness of humanistic and person-centered approaches presented in the scientific literature. Using suggestive methods, future teachers realized that educating young people is possible not through punishment or pressure, but through

trust, support, and positive influence. The study results demonstrate that suggestive methods soften pedagogical influence, reduce resistance, and activate young people's inner abilities. This increases the effectiveness of the resocialization process.

As a result of the comprehensive analysis, the following conclusions were reached:

- insufficient initial training of future teachers was identified;
- specialized training based on suggestive methods increased their professional and psychological competence;
- opportunities for achieving positive pedagogical results in working with young people with deviant behavior were expanded.

Thus, the study results fully confirmed the scientific and practical effectiveness of training future teachers using suggestive methods.

Conclusion

At the current stage of social development, the issue of youth education, social engagement, and spiritual maturity is of strategic importance and poses entirely new challenges for the education system. In particular, the problem of working with juvenile offenders is becoming one of the most pressing scientific and practical issues in modern pedagogy and psychology. This requires the implementation of scientifically based, innovative, and humane approaches to the resocialization of this category of youth.

The results of the study show that the negative behavioral manifestations observed in juvenile offenders are often closely linked to the social environment, family upbringing, psychological factors, and deficiencies in the educational process. The study once again confirmed that in such cases, administrative or punitive methods alone do not produce the expected results and, on the contrary, can increase resistance, mistrust, and social isolation among young people. From this perspective, the personality of the teacher, especially the professional training of future teachers, is a decisive factor in the resocialization of juvenile offenders.

The study found that the training of future teachers in this area is often insufficiently developed, and they experience psychological

difficulties, mistrust and certain stereotypes regarding working with young people with behavioral disorders.

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