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THE DEVELOPMENT OF UNIVERSITY STUDENTS' PROPENSITY TO COMMIT OFFENSES AND ITS PSYCHOLOGICAL CONSEQUENCES

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Abstract

This thesis theoretically analyzes the mechanisms underlying the formation of university students' propensity to commit offenses and its psychological impact on personality development. The study considers the views of Central Asian thinkers and representatives of the Uzbek school of psychology on human upbringing, moral development, personality, motivation, willpower, and family relationships in integration with contemporary psychological theories. The development of offense propensity is interpreted as a multifactorial process associated with individual psychological characteristics, the family and educational environment, peer influence, social values, and mechanisms of self-regulation. As a scientific novelty, an integrative model of "social environment – psychological mediators – legal-behavioral decision – behavioral consequence" is proposed. An integrative model of "social environment – psychological mediators – decision-making – behavioral consequence" is proposed to explain the development of offense propensity among university students; within this model, impulsivity, aggressiveness, emotional self-regulation, social responsibility, and legal values are conceptually identified as important psychological mechanisms linking the social environment with offense propensity. In addition, a three-stage model of early psychological prevention for university students is proposed based on the integration of Central Asian thinkers' views on moral development and upbringing with contemporary psychological approaches.

Keywords: university students, offense propensity, deviant behavior, legal awareness, motivation, willpower, aggressiveness, impulsivity, social environment, psychological prevention

INTRODUCTION

Developing young people's legal awareness, social responsibility, and constructive behavior is one of the important psychological and pedagogical tasks of modern society. The university period is characterized by entering independent life, forming a system of values, developing professional identity, and strengthening social responsibility. At the same time, during this period, relationships among peer influence, the pursuit of independence, the intensity of emotional reactions, stressful situations, cognitive disengagement, the social environment, and personal decision-making become increasingly complex. Therefore, explaining offense propensity among university students solely by insufficient legal knowledge is not scientifically sufficient. A psychological study of this problem should also take into account motivational, emotional-volitional, and cognitive characteristics of the individual.

In the research works of E.G. G'oziyev on general psychology, human needs, motivation, emotions, character, and will are analyzed as distinct psychological

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categories. This approach makes it possible to study offense propensity not as a single personal characteristic, but as the interaction of several psychological processes.

Central Asian intellectual history has long regarded moral development and behavioral self-regulation as important issues. Abu Nasr Farabi viewed human activity in society, virtues, and relationships with the social environment as important conditions of human development. Based on Farabi's views, the importance of the social environment and value system in shaping young people's behavior can be emphasized. Abu Ali ibn Sina paid considerable attention to the human psyche, upbringing, and individual characteristics. These views are consistent with contemporary psychology's study of the interaction between individual characteristics and social experience. In Alisher Navoi's works, moral development, self-regulation, goodness, and responsibility occupy a central place. When these views are integrated with contemporary psychological approaches, offense propensity can be considered as a dynamic interaction between the individual and the environment.

Important scientific directions have also developed within the Uzbek school of psychology concerning individual and socio-psychological characteristics of personality. E.G. G'oziyev's research systematically addresses needs, motivation, emotions, character, will, and individual-typological characteristics. Based on this approach, offense propensity can be analyzed through the following psychological components:

Need → motive → emotional reaction → will and self-regulation → decision → behavior

G'.B. Shoumarov's research in family psychology gives particular attention to family relationships from a psychological perspective. This indicates the need to consider the family environment as an important contextual factor in studying offense propensity. Thus, the theoretical views of the Uzbek school of psychology concerning personality, motivation, will, and family relationships provide a sufficient basis for linking psychological theory with offense prevention.

Albert Bandura's social learning theory focuses on the acquisition of behavior through observation, social imitation, and positive or negative reinforcement. This demonstrates the importance of developing socially acceptable behavioral models among young people instead of destructive ones. Urie Bronfenbrenner's ecological approach interprets personality development as an integrated system formed through interactions between the microsystem (family, educational institution, peers) and the macrosystem (the broader social environment and cultural values), highlighting the important role of environmental factors in the development of legal behavior. Terrie Moffitt's developmental approach to criminology makes it possible to distinguish age-related trajectories of antisocial behavior, such as transient deviations and persistent delinquent behavior, and to organize preventive measures according to individuals' developmental characteristics.

Integrating these contemporary Western psychological approaches with the philosophical and pedagogical views of Central Asian thinkers such as Abu Nasr Farabi, Abu Ali ibn Sina, and Alisher Navoi concerning human development, moral education, the culture of propriety and speech, and the influence of the social environment makes it possible to analyze university students' behavior comprehensively, systematically, and in accordance with the national cultural context.

SCIENTIFIC NOVELTY

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The main scientific novelty of this study is expressed in the following theoretical proposals. An integrative psychological model is proposed to explain offense propensity among university students. In this model, offense propensity is considered not as the direct result of a single factor, but as the outcome of interaction among social and psychological factors. One of the important theoretical proposals of the study is the justification of the existence of psychological mediators between social risk factors and offense-prone behavior.

These mediators may include:

- Impulsivity
- Aggressiveness
- Reduced emotional control
- Weak sense of responsibility
- Insufficient constructive problem-solving skills
- Susceptibility to negative peer influence

Thus, the mechanism "social environment → psychological mediator → behavior" is proposed as a conceptual chain explaining the development of offense propensity. The proposed model can be adapted for use in the activities of psychologists working in higher education institutions.

Practical directions

Direction	Psychological task
Psychodiagnostics	Early identification of risk factors
Individual interview	Identification of problems and motives
Training	Self-regulation and conflict-management skills
Legal and educational work	Development of legal awareness
Tutor collaboration	Early identification of behavioral changes
Family collaboration	Strengthening social support
Monitoring	Observation of dynamics

In this context, diagnostic results should not be used to label a student as an "offender" or "dangerous" person, but rather as a means of identifying the need for psychological support.

CONCLUSION

The development of offense propensity among university students should be considered a multifactorial psychological and social process. Its formation is influenced by the interaction of individual characteristics, the motivational and emotional-volitional spheres, family relationships, peer groups, the educational environment, and the system of legal values. The theoretical novelty of the study lies in proposing an explanation of offense propensity through the system "social environment – psychological mediators – decision-making – behavior." This model makes it possible to connect Central Asian thinkers' views on human moral development and social responsibility with the Uzbek school of psychology's approaches to personality, motivation, will, and family relationships, as well as with contemporary psychological theories. On this basis, it is proposed to shift offense prevention in higher education institutions from a reactive model focused on

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punishment toward a preventive model based on early identification, psychological support, and developmental interventions.

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