

## PREVENTION CONCEPT: PREVENTIVE PSYCHOLOGICAL ASPECT

**Urunov Aziz Shakirovich**

Teacher of the Department of Psychology  
Faculty of Psychology and Social Sciences  
Samarkand State University  
azzega.085@mail.ru

### ABSTRACT

The article reveals the problems of studying related to repeated crime and determining the scope and content of the concepts of preventive psychology. Great importance is attached to correctional work with minors with certain deviations in behavior.

**Keywords:** Preventive psychology, deviant behavior, prevention, model, modeling, psychological approach, structural-functional model, multisubjective approach, integrated approach, substantive component, psychological comfort.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the modern world, the prevention of reoffending is a global problem for humanity. Therefore, the situation prevailing in society requires serious analysis and it must be considered from different angles. With each, the number of repeated crimes grows and, accordingly, it is necessary to invent and develop new forms of its prevention.

Problems associated with the study of complex sociocultural phenomena and processes require the determination of theoretical and methodological positions of research. An important aspect of any study, including preventive psychology, is the determination of the scope and content of concepts that the researcher uses when studying the stated problems. Due to the fact that the study addresses the problem of preventive psychology, it is advisable to conduct a concept analysis of this concept.

The concept of "prevention" comes from the Latin word "preventio" - advancing, warning, preventing. The term prevention has, first of all, legal sense connotation. So, in the Legal Encyclopedia in the article "Prevention", when defining this concept, the emphasis is on preventive measures related to the prevention of offenses, crimes and illegal actions. In the law, according to G. Nazarenko, preventive measures are measures aimed at preventing crime and other offenses. The main tasks are to inform society in a timely manner and to regulate the system of punishments so that people have an idea that any illegal action will have a very serious punishment. It is proved that illustrative examples of punishment can enhance the effect of awareness. In conceptual and substantive terms, general and particular prevention are distinguished. The goal of general prevention is to publicize the largest criminal cases. The society should form a worldview that does not allow to participate in illegal actions. The crime must be disclosed, and the perpetrator must be punished.

The latency of crime needs to be lowered, while the reputation of law enforcement will increase. Private prevention is aimed at preventing the recurrence of crimes and is applied to a specific person, who is usually located in prison, for further socialization. The concept of double

prevention has also been introduced into scientific circulation. Double prevention is a special set of measures aimed at curbing the potential threat of especially serious crimes. Like V. Kudryavtsev, there is a complex of less serious offenses, the number of which is directly proportional to future serious crimes. Therefore, the suppression of a less serious crime plays a preventive role, making it possible to further avoid the occurrence of serious offenses.

Thus, the use of the concept of preventive psychology is associated with a system of psycho-preventive measures aimed at preventing illegal behavioral manifestations. This problem is considered in psychological science in various contexts. Currently, the urgent problem is the choice of means of preventive psychology, which may be a factor in preventive impact. In the context of the chosen study, we turn to the concept of “creolized text”, which has not yet entered firmly into pedagogical vocabulary. First of all, it should be noted that this term comes from the French word *créole*, which originally meant “a child born from a mixed marriage”, “mixture”, a person who absorbed a diverse ethnic culture. As applied to the text as an artifact of culture, this means that the text is multi-basic and contains verbal (speech, language) and non-verbal (graphic) components, that is, including elements of different semiotic systems. Such texts include comics, graphic guides, advertising posters, caricatures, letters (asky art), infographics, demotivators and other types of texts. As an analysis of approaches to the interpretation of creolized texts shows, the appearance of this term is associated with the work of the psycho-linguist Yu. Sorokin and dates back to the 90th of the 20th century. According to him, these are “texts whose texture consists of two inhomogeneous parts (verbal language (speech) and nonverbal (belonging to other sign systems than natural language)”. Based on this approach to understanding the text, techniques are developed that allow you to analyze both verbal and non-verbal components of textual information.

In scientific publications on psycholinguistics, synonyms of this type of text are often found - “video verbal text”, “semiotically enriched text”, “linguistic-visual text”, “polycode text”, as well as “iso-verbal text”, “heterogeneous text”, “hybrid text”, “Polymodal text”, “verbal-iconic text”, “semiotically complicated didactic text”. Although, not all definitions are successful. D. Michurin claims that “we do not consider the terms “video verbal” and “linguistic-visual” to be the most unsuccessful. In their internal form, both of these tokens are quite applicable to designate any monocode written text.” Lively discussions are underway on how to correctly name texts that include semantic units expressed in various semiotic systems. Without going into the essence of the discussions, we note that the term “creolized text” is the most established, it is recognized by most theorists. At the same time, it is recognized that the problems of the creolized text are still poorly studied in domestic psychological science. Therefore, we will use this term in the context of our study as a basic, initial one.

Creole text necessarily contains a visual series that visualizes information. The concept of “visualization” in relation to pedagogical issues was disclosed in a number of works relating to new forms of lecture teaching, forms of knowledge representation. In our study, we will take as a basis the most general definition of visualization as turning into visible what was previously invisible.

The problems of using illustrations of various types, types and purposes are considered and systematized in the dissertation research by S. Pivnenko. In his work, a distinction is made between didactic, artistic and artistic-figurative illustrations used for didactic purposes. These elements accentuate the attention of students on the essence of the process or phenomenon under consideration, its assessment and the importance of content.

Despite the prevalence of various kinds of images in scientific texts, there is currently a certain deficit in the technologies for their analysis. Although, some authors suggest a system-functional approach using psychometric means. The method of analysis of visual images in the genre of photographs was proposed by P. Štompka. He proposed to make the object of analysis not single photographs that give an instantaneous cut of a reality image captured using photosensitive material, but a series of them. A series of photographs taken at different periods or by various authors allow us to capture and then interpret the content reflected in the photographs, to reveal persistent patterns or relationships between fragments of the reality reflected in the photographs. Data obtained through photographic discourse is processed using content analysis or intanalysis. In this approach, that is, in the context of psychoprophyllaxis, one can see a certain analogy with the analysis of the content of the series of drawn images that make up comics.

The participatory strategy of work considered in the work of K.V. seems significant for the analysis of the content of creolized texts. Soboleva. The author highly appreciates the organization of the study, in which "we are talking about the conscious cooperation of the researcher with other groups of people in the process of production and analysis of visual representations." When conducting a participatory study, its organizer, who is interested in obtaining data, should not emphasize his interest and position himself as an expert.

Thus, the specificity of the research problem and the nature of the materials that are the object of study or empirical arrays, determines the features of the chosen approaches of research methods and methods.

Summarizing the above, we can conclude that there is a mismatch between the level of theorization of re-crime of the problems in its projection and the knowledge of educational theorists about the processes associated with the change of traditional ideological doctrines in the context of globalization of society.

In addition, the used arsenal of pedagogical tools poorly presents elements of satire, parody, humor and self-irony, which are characteristic of the modern worldview of a person in the era of unification of his life.