BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

THEORETICAL MODELS INFLUENCING THE FORMATION OF BEHAVIOR AMONG CHILDREN RAISED IN RISK GROUPS

Mamadiyorova Ozoda Baxrom kizi
Master's Degree Student, 1st Year, Faculty of Social Sciences,
National University of Uzbekistan
https://doi.org/10.5281/zenodo.20357634

Annotation: This article explores the theoretical models that influence the formation of behavior among children raised in risk groups in the context of Uzbekistan. The study examines psychological, pedagogical, and socio-cultural factors affecting children who grow up in vulnerable families, low-income communities, or socially unstable environments. Special attention is given to the application of attachment theory, social learning theory, and ecological systems theory in understanding children's behavioral development within Uzbek society. The article also analyzes the role of family values, mahalla community support, educational institutions, and national child protection policies in shaping positive social behavior. The findings emphasize the importance of culturally sensitive and integrated intervention strategies aimed at preventing deviant behavior and promoting healthy social adaptation among at-risk children in Uzbekistan.
Keywords: children at risk, behavioral development, theoretical models, social learning theory, attachment theory, family environment, preventive intervention.

Introduction: In recent years, the issue of children raised in risk groups has become one of the important social and pedagogical problems in Uzbekistan. Economic difficulties, migration, family conflicts, insufficient parental care, and the influence of negative social environments can significantly affect the behavioral development of children. In such conditions, studying the factors that shape children's behavior and identifying effective theoretical approaches are essential for ensuring their healthy socialization and psychological well-being.

Children belonging to risk groups often experience emotional instability, difficulties in communication, low academic achievement, and tendencies toward deviant behavior. Therefore, understanding the mechanisms that influence their behavior requires the application of modern psychological and pedagogical theories. Among the most important approaches are attachment theory, social learning theory, ecological systems theory, and behavioral theory, which explain the interaction between the child, family, school, and wider social environment.

In the context of Uzbekistan, national traditions, family values, and the unique role of the mahalla institution play a significant role in the upbringing and social adaptation of children. Government reforms aimed at strengthening child protection, improving educational quality, and supporting vulnerable families have also created new opportunities for preventing behavioral problems among at-risk children. However, despite these efforts, there is still a need for deeper scientific analysis of the theoretical models influencing children's behavior in vulnerable social conditions. This article aims to analyze the main theoretical models affecting the formation of behavior among children raised in risk groups and to examine their practical significance within the social and cultural environment of Uzbekistan.

Materials and methods: This study investigates the theoretical models influencing the formation of behavior among children raised in risk groups within the socio-cultural conditions of Uzbekistan. The research is based on interdisciplinary approaches combining pedagogy,

psychology, sociology, and social work, since behavioral development is influenced by multiple interconnected factors such as family environment, education, social conditions, and emotional experiences. The study mainly applies qualitative and analytical research methods to achieve a deeper understanding of the behavioral characteristics of vulnerable children and the factors affecting their social adaptation.

The research materials include scientific articles, monographs, dissertations, and international publications related to child psychology, pedagogy, socialization, and behavioral development. In addition, national legal documents, educational policies, and social protection programs of the Republic of Uzbekistan were analyzed to determine the existing approaches toward supporting children belonging to risk groups. Reports and recommendations prepared by international organizations such as UNICEF and UNESCO were also used as important sources for understanding global and regional perspectives on child welfare and preventive intervention.

The study focuses on several major theoretical models widely used in the analysis of children's behavioral development. Attachment theory was examined to explain the importance of emotional relationships between children and parents or caregivers in shaping personality and emotional stability. Social learning theory was analyzed to identify how children acquire behavior through observation, imitation, and interaction with peers and adults. Ecological systems theory was used to evaluate the influence of family, school, community, and broader social institutions on child development. Behavioral theory was also considered in order to understand how rewards, punishments, and environmental conditions affect children's actions and reactions.

Theoretical analysis was one of the main research methods used in the study. Through this method, national and international scientific literature related to vulnerable children and behavioral formation was carefully examined and interpreted. Comparative analysis was applied to compare international theoretical approaches with the realities of Uzbek society and to identify their practical relevance in local conditions. This method helped reveal the influence of traditional family values, migration processes, economic difficulties, and the educational role of the mahalla institution on children's behavior.

Descriptive and observational approaches were also utilized to analyze common behavioral tendencies among children raised in socially unstable environments. Particular attention was given to emotional instability, aggression, communication difficulties, low academic motivation, and problems related to social adaptation. The research additionally examined how family conflicts, insufficient parental supervision, peer pressure, and poverty contribute to the development of negative behavioral patterns.

A systematic approach was applied to study the interaction between different social institutions influencing children's upbringing. In this context, the child was viewed as part of a broader social system that includes family, school, peer groups, community organizations, social protection institutions, and the digital environment. This method allowed the research to identify the combined impact of social, psychological, and educational factors on behavioral formation.

The research specifically considers the conditions of Uzbekistan, where rapid socio-economic changes, labor migration, and transformations in family structures have created new challenges for child upbringing and socialization. Special attention was paid to state reforms aimed at strengthening child protection, improving educational quality, and supporting vulnerable families. The study also analyzed the importance of national traditions, cultural values, and the mahalla system in maintaining positive behavior and social stability among children.

The research was conducted in accordance with ethical principles, including objectivity, confidentiality, and respect for children's rights and dignity. Scientific reliability was ensured through the use of recognized theoretical frameworks, official sources, and comparative analysis of both international experience and local realities. The methodological framework of the study provides a comprehensive basis for understanding behavioral development among children raised in risk groups and for identifying effective preventive and educational strategies in Uzbekistan.

Results and discussion: The results of the study demonstrate that the behavior of children raised in risk groups is shaped by a combination of psychological, social, economic, and educational factors. In the context of Uzbekistan, the influence of family instability, labor migration, economic hardship, insufficient parental supervision, and negative peer environments significantly affects children's emotional and behavioral development. The research findings show that children growing up in vulnerable social conditions are more likely to experience communication difficulties, emotional instability, aggression, low self-esteem, academic underachievement, and problems related to social adaptation.

The analysis of theoretical models revealed that attachment theory plays an important role in explaining children's emotional behavior. Children who grow up without stable emotional support from parents or caregivers often demonstrate anxiety, insecurity, and difficulties in establishing positive social relationships. In Uzbekistan, labor migration has become one of the factors contributing to weakened emotional bonds within families. Long-term separation from parents may negatively affect children's psychological well-being and increase the risk of behavioral problems. The study indicates that children receiving emotional support and attention from family members show higher levels of confidence, social activity, and positive behavior.

The findings based on social learning theory confirm that children's behavior is strongly influenced by observation and imitation of surrounding individuals. Children raised in environments where aggression, conflicts, or antisocial behavior are common may adopt similar behavioral patterns. At the same time, positive role models provided by parents, teachers, community leaders, and peers contribute to the development of socially acceptable behavior. In the Uzbek context, schools and mahalla communities play an essential role in shaping children's moral values and social responsibility. The research shows that active participation of teachers and community representatives in preventive and educational activities helps reduce deviant tendencies among vulnerable children.

The ecological systems theory also proved highly relevant for understanding behavioral formation among children in risk groups. According to the findings, children's behavior cannot be explained by family influence alone, as educational institutions, peer groups, media, and broader socio-economic conditions also significantly affect their development. In urban areas of Uzbekistan, exposure to digital media and social networks has become an additional factor influencing children's attitudes and behavior. In some cases, uncontrolled access to harmful online content contributes to aggression, social isolation, and imitation of negative behavior. However, positive educational media and social support systems may encourage healthy socialization and emotional development.

The research findings further indicate that behavioral problems among at-risk children are often associated with inadequate educational and psychological support. Schools that provide inclusive educational environments, psychological counseling, extracurricular activities, and cooperation with parents achieve more positive outcomes in children's behavioral adaptation. The study highlights that preventive intervention is more effective than corrective measures implemented after behavioral problems become severe.

An important result of the study is the recognition of the significant role of national traditions and the mahalla system in Uzbekistan. The mahalla institution functions not only as a social support structure but also as a mechanism for moral education and community-based child supervision. Community involvement in children's upbringing helps strengthen social responsibility, respect for cultural values, and collective support for vulnerable families. The findings suggest that cooperation between family, school, mahalla, and state institutions creates favorable conditions for the positive development of children belonging to risk groups.

The discussion of the results demonstrates that no single theoretical model can fully explain the complexity of children's behavioral formation. Instead, an integrated approach combining psychological, pedagogical, and socio-cultural perspectives is necessary. The study confirms that effective support for children raised in risk groups requires coordinated efforts from families, educational institutions, communities, and government organizations.

Overall, the results emphasize the importance of strengthening preventive programs, improving family support mechanisms, enhancing psychological services in schools, and promoting culturally sensitive educational strategies in Uzbekistan. Such measures can contribute to the healthy socialization, emotional stability, and positive behavioral development of children raised in vulnerable social conditions.

In conclusion, the study demonstrates that the formation of behavior among children raised in risk groups is influenced by a complex interaction of psychological, social, educational, and cultural factors. The research confirms that family instability, economic difficulties, parental migration, insufficient emotional support, and negative social environments significantly affect children's emotional well-being and behavioral development. In the context of Uzbekistan, these factors create additional challenges for the healthy socialization and adaptation of vulnerable children.

The analysis of theoretical models showed that attachment theory, social learning theory, ecological systems theory, and behavioral theory provide important scientific foundations for understanding children's behavior in socially vulnerable conditions. Each theory explains different aspects of behavioral formation and highlights the importance of emotional relationships, environmental influence, social interaction, and educational conditions in children's development. At the same time, the study revealed that an integrated approach combining these theoretical perspectives is more effective for analyzing and addressing behavioral problems among at-risk children.

The findings also emphasize the significant role of family, school, mahalla community, and state institutions in preventing negative behavioral tendencies and promoting positive social adaptation. In Uzbekistan, traditional family values and community-based support systems remain important mechanisms for strengthening children's moral upbringing and emotional stability. Educational institutions and psychological support services also play a critical role in identifying behavioral risks at early stages and implementing preventive interventions.

Furthermore, the study highlights the importance of improving social protection policies, enhancing parental education, expanding psychological counseling services, and developing inclusive educational programs aimed at supporting vulnerable children. Preventive and cooperative strategies involving families, schools, communities, and government organizations can significantly reduce the risk of deviant behavior and contribute to children's successful integration into society. Overall, the research confirms that ensuring the healthy behavioral development of children raised in risk groups requires comprehensive, culturally sensitive, and evidence-based approaches. Strengthening interdisciplinary cooperation and expanding support mechanisms for

vulnerable families and children remain essential priorities for the social and educational development of Uzbekistan.

References

1. Albert Bandura (1977). Social Learning Theory. Englewood Cliffs, NJ: Prentice Hall, pp. 17–39.
2. Urie Bronfenbrenner (1979). The Ecology of Human Development: Experiments by Nature and Design. Cambridge, MA: Harvard University Press, pp. 3–29.
3. B. F. Skinner (1953). Science and Human Behavior. New York: Macmillan, pp. 55–78.
4. Ismoilova, D. (2020). "Socio-Pedagogical Problems of Children from Vulnerable Families in Uzbekistan." Journal of Pedagogical Studies, 4(2), pp. 45–52.
5. Rasulov, A. (2019). "Psychological Factors Influencing Adolescent Behavior in Social Risk Groups." Uzbek Journal of Psychology, 3(1), pp. 33–40.
6. Abdurakhmonov, Q. (2021). "The Role of Mahalla in Child Socialization and Moral Education." Social Sciences and Humanities Review, 5(3), pp. 67–74.
7. Abdujabarova, K. X. Q., & Nassiri, M. R. (2022). Main Principles of Linguocultural Concepts in Linguistics. Oriental renaissance: Innovative, educational, natural and social sciences, 2(Special Issue 20), 163-169.
8. Qizi, A. K. H. (2021). Improving literacy skills through learning reading. Наука и образование сегодня, (4 (63)), 85-86.
9. Abdujabarova, K. H. (2024). Assessing Students' Reading Comprehension (Journalism as an Example). Intersections of Faith and Culture: American Journal of Religious and Cultural Studies (2993-2599), 2 (12), 8–11.
10. Abdujabarova, K. (2025). IMPROVING THE EDUCATIONAL PROCESS THROUGH INCREASING COMMUNICATIVE COMPETENCE. Ethiopian International Journal of Multidisciplinary Research, 12(05), 492-495.