



EOC
EUROASIAN
ONLINE
CONFERENCES

SPAIN CONFERENCE

**INTERNATIONAL CONFERENCE ON
SUPPORT OF MODERN SCIENCE AND
INNOVATION**



Google Scholar

zenodo

OpenAIRE

doi[®] digital object
identifier

eoconf.com - from 2024

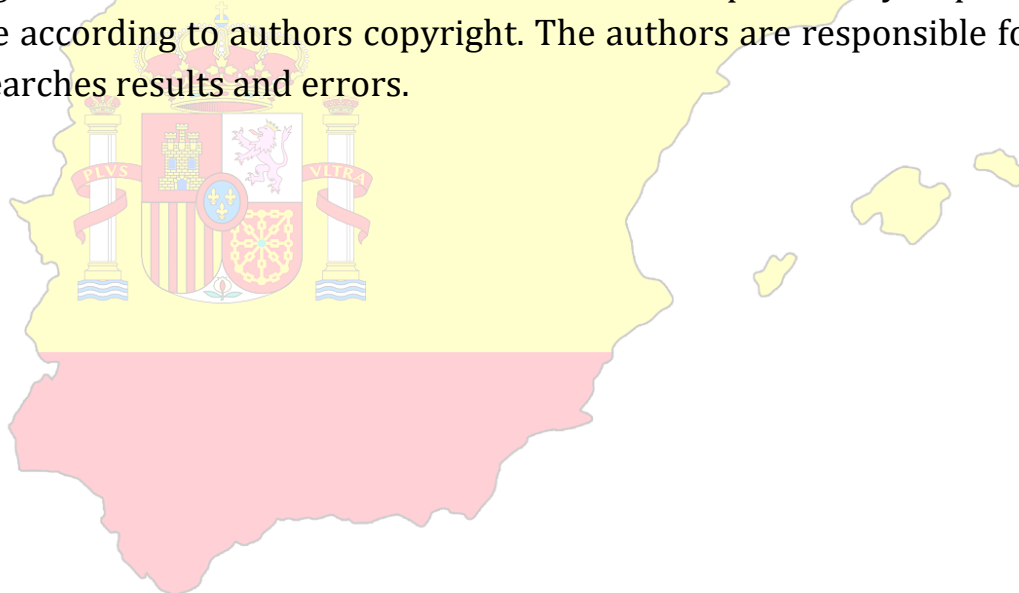


INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION: a collection scientific works of the International scientific conference – Madrid, Spain, 2025, Issue 3.

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish,

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION**». Which took place in Spain, 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.



THE INTERACTION OF SOCIAL AND BIOLOGICAL DETERMINANTS IN THE FORMATION OF DEVIANT BEHAVIOR AMONG ADOLESCENTS

Turayeva Gulchekhra Urayimovna

Researcher of Uzbek national pedagogical university named after Nizami

Abstract. This article presents a theoretical analysis of the interaction between social and biological determinants in the formation of deviant behavior among adolescents. Drawing upon classical thinkers such as al-Farabi, al-Biruni, Durkheim, and Merton, as well as modern Uzbek psychologists including Abdumajidova, and Bafayev, the paper explores the biopsychosocial nature of deviant conduct. The article argues that adolescent deviant behavior emerges through the dynamic interplay of internal biological predispositions and external social influences. It also emphasizes the importance of theoretical integration between psychological, sociological, and pedagogical frameworks to explain and prevent deviant tendencies.

Keywords: deviant behavior, determinants, adolescence, social environment, biological factors, biopsychosocial model, socialization, motivation.

Adolescence represents one of the most complex and contradictory periods of human development. During this stage, individuals undergo significant physiological, emotional, and cognitive transformations while simultaneously forming their social identity and moral values. As adolescents strive for autonomy and recognition, they may also display behaviors that deviate from social norms. In psychology, such behaviors are collectively referred to as *deviant behavior*. Understanding the formation of deviant behavior requires an examination of both internal and external influences. Internal (biological) determinants include genetic predispositions, hormonal fluctuations, and neurophysiological changes; while external (social) determinants encompass family upbringing, social environment, peer influence, and cultural norms. The adolescent's personality structure is shaped by the constant interaction between these two determinant systems. The combination of biological reactivity and socio-environmental instability often serves as a fertile ground for behavioral deviations. Hence, the theoretical focus of this paper lies in analyzing how biological and social factors interconnect in shaping deviant tendencies during adolescence.

Psychological and Biological Characteristics of Adolescence

According to Abdumajidova (2022), adolescence is marked by a rapid reorganization of both the central nervous and endocrine systems. These biological transformations generate emotional instability, impulsiveness, and heightened sensitivity. Hormonal activity, particularly involving testosterone and estrogen, often triggers increased aggression, curiosity, and risk-taking —

behavioral patterns that can easily evolve into deviant forms if not moderated by social regulation. The developmental imbalance between the emotional and volitional spheres as a core cause of deviant predisposition. Adolescents may experience intense inner conflicts between instinctive desires and moral constraints, resulting in impulsive actions and defiance toward authority. Similarly, Bafayev (2023) argues that biological determinants function as a *psychophysiological foundation* of behavior: when the energy of the organism (manifested through emotional and hormonal intensity) exceeds the level of volitional control, destructive behavioral patterns may arise. This confirms that the roots of deviant conduct are not purely environmental, but also closely linked to physiological arousal and individual temperamental properties. Modern psychology describes this as a **neurodynamic imbalance** — when cortical (rational) processes fail to regulate subcortical (emotional) impulses. Therefore, the adolescent's biological constitution not only influences their emotional reactivity but also determines the threshold for social adaptation.

Social Determinants: The Role of Family, School, and Peers

While biological factors form the foundation of behavior, social determinants direct its development. In al-Farabi's philosophical system, moral conduct and social harmony are the results of a balanced environment that cultivates virtue. He asserted that moral deviance emerges not from innate evil but from a "disrupted social order" and improper upbringing. Al-Biruni likewise believed that human nature is plastic and transformable through education — a perspective that resonates with contemporary social learning theory. Abdumajidova (2022) empirically confirm that the absence of emotional support and moral supervision within the family environment increases the risk of deviant conduct.[1] A lack of parental warmth and consistency leads to emotional deprivation and weak internalization of moral values. Furthermore, the influence of peers and social media often replaces traditional authority figures, promoting alternative value systems that normalize antisocial behavior. In educational settings, the rigidity or neglect of pedagogical approaches may further alienate adolescents. If a student's individuality is not acknowledged, he or she seeks validation elsewhere — often within groups that oppose societal expectations. Robert Merton's (1938).

Anomie Theory provides a sociological explanation for this process. According to Merton, when individuals are socially conditioned to pursue success but denied legitimate means to achieve it, they experience a state of *anomie* — normlessness. Adolescents facing such contradictions may resort to deviant or "innovative" strategies, such as delinquency or rebellion, to fulfill their unmet goals. This aligns with the observations of Uzbek psychologists

who associate adolescent deviance with perceived social injustice and inequality (Turayeva, 2025; Bafayev, 2023).[8][2]

The Interaction of Biological and Social Determinants

Deviant behavior cannot be attributed to a single causal domain; rather, it emerges at the intersection of biological impulses and social conditioning. The **interactional model** explains this phenomenon as a reciprocal relationship where internal predispositions and external pressures reinforce each other. For instance, an adolescent's emotional hyperreactivity — biologically determined by endocrine activity — can be neutralized by supportive family communication. Conversely, when the same individual experiences neglect or abuse, those biological tendencies are magnified, producing aggression, defiance, or addictive behaviors (Bafayev, 2023). Freud (1923) interprets this through his structural model of personality.[2] He suggests that when the "Id" (instincts) dominates the "Super-Ego" (moral consciousness), and the "Ego" (rational control) is weakened, behavior becomes impulsive and socially deviant. Similarly, Bandura (1986) demonstrates that behavior is acquired through observation and imitation; adolescents learn not only through direct experience but also by modeling the behaviors of others in their environment.[3]

This creates a **psychosocial chain**:

Biological energy (hormonal activation, neurological arousal) →

Emotional instability →

Social stimuli (peer influence, media exposure) →

Behavioral outcome (deviant or adaptive action).

Thus, deviance is not merely a reaction to social conditions but a dynamic process of mutual reinforcement between the organism and its environment.

Integration of Durkheim and Merton's Perspectives

Émile Durkheim, in his seminal work *Le Suicide* (1897), regarded deviance as an inevitable and even functional aspect of social life. According to him, deviance reaffirms collective norms by demonstrating the boundaries of acceptable behavior. [4] Every society, he claimed, needs a certain level of deviance to maintain moral equilibrium and stimulate social change. Merton (1938) expanded Durkheim's concept by introducing the structural-functional approach to deviance. He viewed anomie as the gap between culturally defined goals and the socially approved means to achieve them. In this light, adolescent deviance can be interpreted as a form of adaptation to societal contradictions — particularly in contexts where economic or educational opportunities are limited. Adolescents raised in environments characterized by injustice and instability develop stronger feelings of resentment and helplessness, which can evolve into behavioral protest or withdrawal. Consequently, Durkheim's and Merton's frameworks jointly

explain how macro-level social structures influence micro-level behavioral responses.[4].[7]

The Biopsychosocial Approach and Its Theoretical Significance

Modern psychology increasingly adopts the **biopsychosocial model** to explain complex human behaviors. This integrative approach asserts that behavior results from the simultaneous influence of biological, psychological, and social dimensions. Deviance as a product of this triadic interaction is that neither biological vulnerability nor social dysfunction alone can explain deviance; rather, it is the interaction of the two that disrupts motivational and volitional balance. Similarly, Bafayev (2023) notes that preventive and corrective psychological programs should address both internal and external domains of adolescent functioning — strengthening emotional regulation while improving social communication and moral reasoning.[2] Ismatova (2020) adds that when adolescents receive emotional support from their environment, the physiological stress response diminishes, leading to greater psychological stability.[6] This finding illustrates the **homeostatic function** of the biopsychosocial system: biological stress can be mitigated through social connection and psychological resilience. From a theoretical standpoint, this approach provides a holistic lens for understanding deviance. It integrates insights from neurobiology, psychoanalysis, social learning, and developmental psychology, offering a multi-layered model of human conduct. By viewing the adolescent as an indivisible biopsychosocial entity, psychologists can identify not only the causes but also the mechanisms of behavioral regulation.

Theoretical Expansion: Determinism, Motivation, and Moral Agency

A deeper theoretical interpretation of the interaction between determinants requires considering the philosophical notion of *determinism*. Classical determinism, as discussed by philosophers such as Spinoza and later by behaviorists, implies that every action is the result of preceding causes. However, in the context of adolescent development, determinism must be reinterpreted as *interactive causality* — where biological predispositions set potential limits, and social contexts define behavioral pathways. Motivation plays a central role in mediating these influences. When biological drives (such as the need for dominance or novelty) are guided by socially constructive motives (such as achievement or belonging), adaptive outcomes emerge. Conversely, when motivation is distorted by frustration or social neglect, deviance becomes an outlet for unmet psychological needs. Moral agency — the ability to evaluate one's actions in light of ethical norms — develops only when both biological maturity and social experience converge. This dual dependency highlights the inseparability of biological and social determinants in the moral and behavioral evolution of adolescents. Hence, the formation of deviant behavior can be conceptualized not as a simple failure of

control, but as a breakdown in the equilibrium between motivational forces and social regulation — a collapse of the biopsychosocial system's harmony.

Adolescent deviant behavior is a multidimensional phenomenon resulting from the intricate interplay of biological and social determinants. Biologically, it reflects the physiological turbulence of puberty and the instability of neuroendocrine mechanisms; socially, it mirrors the structural inequalities, family dysfunction, and moral disorientation prevalent in society. The theoretical synthesis of al-Farabi and al-Biruni's humanistic philosophy with Durkheim's and Merton's sociological models, complemented by modern psychological findings (Bafayev, 2023), demonstrates that deviance arises at the intersection of nature and nurture. Recognizing this duality allows educators, psychologists, and policymakers to develop more comprehensive preventive strategies that address both the internal regulation of emotions and the external cultivation of social values.[2] In this respect, the biopsychosocial approach serves as a unifying theoretical framework for understanding, predicting, and mitigating deviant behavior among adolescents. It acknowledges that to shape a morally stable generation, interventions must simultaneously strengthen biological self-regulation, cognitive awareness, and social empathy.

References

1. Abdumajidova, D.R. *O'smirlarning ijtimoiy moslashuvi psixologiyasi*. Toshkent, 2022.
2. Bafayev, M.M. *Deviant xulq-atvor psixologiyasi*. O'UM, Toshkent, 2023.
3. Bandura, A. *Social Learning Theory*. Englewood Cliffs: Prentice Hall, 1986.
4. Durkheim, E. *Le Suicide*. Paris: Alcan, 1897.
5. Freyd, Z. *The Ego and the Id*. Vienna, 1923.
6. Ismatova, D.T. *Yosh davrlar psixologiyasi*. Toshkent, 2020.
7. Merton, R. *Social Structure and Anomie*. *American Sociological Review*, 1938.