

Prevention of adolescents' deviant behaviour

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Abstract. The article deals with the problems of prevention and correction of adolescents' deviant behaviour, various scientific approaches to solve the problems, the role of an educational psychologists in the prevention and correction of deviant behaviour of adolescent children.

1 A problem statement

The urgency of our research topic is due to the fact that recently there have been a large number of acute social problems in the world, and it often leads to internal conflicts in the society. Increasingly, adolescents' response to the challenges of the surrounding world, manifested in unjustified cruelty, aggression, hostility, is deviant behaviour. The increase in juvenile delinquency is also observed. In 2019, a number of serious and especially serious crimes committed by minors increased by 4% in Russia. In 2018, there were 9706 of them, in 2019 – 10113. The urgency of solving the problem of preventing adolescents' deviant behaviour is evidenced by the fact that by 2019, the number of adolescents registered by juvenile affairs units in the Russian Federation increased to 145 thousand [1].

1.1 The objective of the work

The goal of the article is on basis of the literary sources analysis, the results of our own research, to determine the conditions for the adolescents' deviant behaviour prevention, to determine the ways of effective interaction with the children of the category.

2. Results of the research

The problem of adolescents' deviant behaviour was studied by B. Almazov [2], N. Rychkova – adolescents' disadaptation [3], S. Badmaev – the correction of deviant behaviour [4], Yu. Kleiberg – adolescents' deviant behaviour [5], A. Cohen deviant behaviour [6], and others, who offered a typology for socially unadapted behaviour of adolescents depending on various determinants of disadaptation. Currently, there are deviantological concepts (E. Zmanovskaya, Yu. Kleiberg, N. Maysak, E. Rudensky,

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S. Shepeleva, and others) who characterize human behaviour as constructive (social creativity), destructive (social pathology) and socially neutral (causing no particular concerns for the society).

E. Kholostova characterizes deviant behaviour as the behaviour that deviates from the norms, values, setting tasks and expectations of the society or a social group [7], V. Kovalyov considers deviant behaviour as the behaviour that deviates from the norms of the society [8]; M. Rozhkov considers deviant behaviour to be a deviation from accepted norms of the society, social environment, inner circle, the group of social and moral norms and cultural values, self-development and self-realization in the society to which one belongs [9], Ya. Gilinsky understands deviant behaviour as an act, an action of a person that does not correspond to the officially established or actually established norms in the society [10].

Yu. Kleiberg, a famous Russian scientist-deviantologist, defines deviance as performing an action, act, behaviour and singles out four essential-content meanings that explain the genesis and phenomenology of deviance [5]:

- deviance does not exist by itself, outside the context of the society and of the processes occurring in it;
- deviance is determined by the needs of the society, the personality;
- deviance is motivated, i.e. it is a motive, a determinant of the behaviour of a group, a person in various social conditions;
- deviance is situational and functional and reflects the socio-psychological side of a person's presence in a social group, society.

The author also singles out such a notion as post-deviance and defines this phenomenon as awareness of the act (reflection), estimation, correction, rehabilitation. In such a situation, specialists' preventive activities are very important which are aimed at self-development of the individual; the ability to control yourself, to correct self-esteem, setting from negative to positive; the formation of the system of positive values, norms, motivation. With the help of a psychologist at this stage, the maladapted personality begins to perform his functions again within the adaptive norm, i.e., the personality is socialized anew. The interaction of adaptive and compensatory mechanisms increases, new meanings of life appear.

I. Dubrovina, a well-known Russian scientist, considers the cultural development of the student's personality as a condition for achieving personal educational results and prevention of deviant behaviour. The author draws attention to the interdependence of the phenomena of education and upbringing in the process of continuing education and clarifies the activities of the psychological service at school in connection with the solution of the problem of cultural interaction of the subjects of the educational process [11].

S. Khusainova considers the social environment as a factor of students' deviant behaviour prevention. The author claims that the identification of the peculiarities of interaction of the persons belonging to the category of special attention with the social environment helps to determine the expression of personal characteristics that affect the manifestation of deviations in their behaviour [12].

To conduct preventive work, it is important to consider and identify the causes of deviant behaviour. Deviant behaviour has a complicated nature and is determined by various factors that are in complex interaction and mutual influence. It is possible to identify the main factors that determine adolescents' deviant behaviour: social factors and biological factors.

There are various forms of preventive work of deviant behaviour. The first form is the organization of social environment. Influencing on social factors, it is possible to prevent undesirable behaviour of the individual. Within the framework of this model, the prevention of adolescents' deviant behaviour includes, first of all, social advertising for the

formation of attitudes to a healthy lifestyle and sobriety. The second form of preventive work is information. This is the most familiar area of preventive work for us in the form of lectures, conversations, distribution of special literature, video and television films, etc. The essence of the approach is to try to influence the cognitive processes of the individual in order to increase his ability to make constructive decisions [13]. The third form is active social learning socially important skills. This model is mainly implemented in the form of group trainings. Currently, the following forms are common:

1. Training of resistance to negative social influence. During the training, attitudes to deviant behaviour are changed, skills for recognizing advertising strategies are formed, the ability to say "no" in the case of peer pressure is developed, information about parents' possible negative influence and other adults (for example, alcohol users) is given, etc.

2. Training of assertiveness or affective-value training, which is based on the idea that deviant behaviour is directly related to emotional disorders. To prevent this problem, adolescents are trained to recognize emotions, to be capable to express them in an acceptable way and to cope with stress productively.

3. Training for forming life skills. Life skills are understood as the most important social skills of the individual. First of all, it is the ability to communicate, maintain friendly relations and resolve conflicts in interpersonal relationships constructively. It is also the ability to take responsibility, set goals, and defend your position and interests. Finally, the skills of self-control, confident behaviour, and changing yourself and the surrounding situation are vital.

The fourth form is the organization of activities that are alternative to deviant behaviour. This form of work is connected with the ideas of the substitution effect of deviant behaviour. Alternative forms of activity can be: cognition (travelling), self-testing (hiking, sports), meaningful communication, love, creativity, activities (professional, religious and spiritual, charitable, etc.).

The fifth form is the organization of a healthy lifestyle. It is based on the idea of personal responsibility for health, harmony with the outside world and your body.

The sixth form is the activation of personal resources. Adolescents' active sports activities, their creative self-expression, participation in groups of communication and personal growth are the means to activate personal resources, which in turn ensure the activity of the individual, his health and resistance to negative external influences [14].

The seventh form is to minimize the negative consequences of deviant behaviour.

The educational psychologist is to help educational institutions in ensuring students' complex of knowledge and skills formation, necessary for self-knowledge, the formation of normative behaviour [15], building their optimal relationships with others; to carry out psychological and pedagogical prevention of deviant behaviour; psychological and pedagogical correction of behaviour, programming of activities that are adequate to an adolescent's capabilities; organization of interaction of social institutions in solving the most acute socio-pedagogical problems; rehabilitation of an unfavourable educational environment.

Tasks facing an educational psychologist at school:

1. Identification of students' interests and needs, difficulties and problems, deviations in behaviour, the level of social protection and adaptation to the social environment.

2. Timely provision of psychological assistance and support to students who are in need of them.

3. Mediation between the student's personality and the institution, family, environment, specialists of psychological services, departmental and administrative bodies.

4. Taking measures for social protection, assistance and support of students, the realization of the rights and freedoms of the individual.

5. Organization of activities aimed at social initiatives development, implementation of social programmes, participation in their development and approval.

6. Promoting the creation of psychological comfort environment and personal safety of students in the institution, in the family, in the surrounding social environment.

7. Prevention of antisocial behaviour and offences, protection of life and health.

8. Coordination of interaction between teachers, parents (persons replacing them), specialists of psychological services, representatives of administrative bodies to provide assistance to students.

The work with troubled adolescents to prevent deviant behaviour is carried out throughout the school year. In parallel, the work with teachers, class supervisors and, most importantly, with students' parents is being carried out.

The analysis of literary sources, own research of the problem of deviant behaviour prevention among adolescents allowed to develop a plan of preventive measures "The System of preventive work organization of adolescents' deviant behaviour" (see Table 1).

Table 1. The System of Preventive Work Organization of Adolescents' Deviant Behaviour.

| № | Type of professional activity | average time (h) | Period |
|----------|---|-------------------------|---|
| 1. | Identification of at-risk students: - study of personal files; - distribution by class; - adjustment of the lists of children by social status; - identification of children at risk. | 4.0 | September |
| 2. | Study of psychological, medical and pedagogical peculiarities of children: - observation in class and extracurricular activities through attending lessons, group classes; - individual interviews; - tests of personal characteristics. | 4.0 | October |
| 3. | Elaboration of individual correctional programmes to solve problems related to the socialization of the individual. Ensuring the implementation of the programme. | 2.0 | Each week since September Constantly |
| 4. | Test diagnostics: - mood colour recording; - graphical (pictorial) testing methods; - a survey of Senior school students on current topics ("About this..."); - diagnostics of the tendency to deviations in behaviour. | 1.5 | Constantly |
| 5. | Constant monitoring and timely assistance to deviant children and adolescents. | | Constantly |
| 6. | Preventive work with adolescents: - referral for psychological counseling to specialized centres; - attending consultations; - referral to training groups. | 2.5 | During a year |
| 7. | Conducting training sessions with adolescents under the programme "Behaviour modification Training. | 3.0 | Twice a week |
| 8. | Conducting training sessions with teachers and parents. | 1.5 | At parent-teacher conferences |
| 9. | Professional counseling of high school students. | | Constantly |

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|-----|--|-----------|------------------------|
| 10. | Counseling of adolescents. | 2.0 | For one conversation |
| 11. | Correctional work with adolescents, teachers and parents. | 30.0 | Each week |
| 12. | Analysis of operational psychological information | 0.5 | Daily |
| 13. | Final preparation of documentation. | 0.5 | Daily |
| 14. | Summarizing the results of the work, writing a report. | about 5.0 | Once every six months |
| 15. | Summarizing the results of psychological work, preparation of reporting documents. | about 5.0 | By the end of the year |

The research to check the main directions of the work proposed on the prevention and correction of adolescents' deviant behaviour was conducted on the basis of Secondary School No. 9 in Yalta. The students of the tenth forms (66 people – 3 classes, 3 groups) took part in the experiment. The method of identifying predisposition to certain deviations in adolescents' behaviour: "The method of diagnosing the tendency to deviant behaviour" (developed by the Vologda Centre for Humanities Research and Counseling "Development" in 1992) was used to identify predisposition to deviations in behaviour, the level of aggressiveness in groups. – (see table 2).

Table 2. Data from the survey of adolescents obtained by the method "Diagnosis of propensity to deviant behaviour".

| Scales | Control Group №1 (%) | Control Group №2 (%) | Experimental Group (%) |
|--|----------------------|----------------------|------------------------|
| Social desirability setting | 80 | 71 | 72 |
| Tendency to overcome norms and rules of behaviour | 60 | 43 | 52 |
| Tendency to addictive behaviour | 75 | 52 | 60 |
| Propensity for self-harming and self-destructive behaviour | 25 | 10 | 12 |
| Tendency to aggression and violence | 45 | 33 | 28 |
| Control of emotional reactions | 90 | 86 | 80 |
| Tendency to delinquent behaviour | 40 | 24 | 20 |

To identify the increased level of adolescents' aggression, we used Buss-Durkee questionnaire [16]. Buss-Durkee questionnaire identifies the following forms of aggressive and hostile reactions: physical aggression (attack); indirect aggression; tendency to irritation; negativism; resentment, envy and hatred of others; suspicion; verbal aggression. In addition, the eighth index stands out – the feeling of guilt. The data of Buss-Durkee survey are presented in Table 3.

Table 3. Data from Buss-Durkee survey of adolescents.

| Types of aggression | Control Group №1 (%) | Control Group №2 (%) | Experimental Group (%) |
|---------------------|----------------------|----------------------|------------------------|
| Physical aggression | 34 | 38 | 37 |
| Indirect aggression | 50 | 58 | 55 |
| Irritation | 58 | 55 | 60 |
| Negativism | 30 | 33 | 25 |
| Offence | 65 | 69 | 70 |
| Suspicion | 28 | 34 | 30 |
| Verbal aggression | 30 | 39 | 33 |
| Remorse, guilt | 76 | 70 | 85 |

To reduce the level of adolescents' aggression in the experimental group, we conducted the "Behaviour Modification Training". The purpose of the training is to find alternative (socially acceptable) ways to meet the adolescents' own needs and interact with others. During the training, the following tasks were solved: awareness of one's own needs; leveling of negative emotions and training in methods of regulating one's emotional state; formation of adequate self-esteem; training in ways of purposeful behaviour, internal self-control and containment of negative impulses. After conducting the "Behaviour Modification Training", the adolescents of the experimental group began to understand the social, age and other problems of their peers and also the reasons for their incorrect behaviour. The limit of their tolerance expanded, the threshold of their aggressiveness decreased. The children gained the ability to control their stressful states, fears, anger, and learned to respond adequately to their emotional conflicts and analyze them together with the group. In the experimental group in comparison with the control groups, the level of aggression, irritability and resentment decreased by 20%, as well as the tendency to violate norms and rules of behaviour and additive behaviour decreased by 10%.

Table 4. Data obtained at the control stage of the experiment.

| Types of aggression | Control Group №1 (%) | Control Group №2 (%) | Experimental Group (%) |
|---------------------|----------------------|----------------------|------------------------|
| Physical aggression | 30 | 36 | 25 |
| Indirect aggression | 45 | 53 | 30 |
| Irritation | 53 | 50 | 45 |
| Negativism | 30 | 30 | 25 |
| Offence | 60 | 65 | 38 |
| Suspicion | 27 | 35 | 30 |
| Verbal aggression | 28 | 35 | 20 |
| Remorse, guilt | 75 | 69 | 56 |

3 Conclusions

The obtained results of the research prove that the proposed method of prevention and correction of the initial signs of deviant behaviour is effective and leads to positive results.

Thus, the efficiency in the sphere of prevention of adolescents' deviations can only be expected from comprehensive programmes; comprehensive programmes in modern conditions should be implemented on the basis of secondary schools. The most acceptable agents for the implementation of measures for the primary prevention of adolescents' deviance are educational psychologists.

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