



REVISTA INCLUSIONES

HOMENAJE A MARÍA NOEL MÍGUEZ

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Abril / Junio

2020

ISSN 0719-4706

CUERPO DIRECTIVO

Directores

Dr. Juan Guillermo Mansilla Sepúlveda

Universidad Católica de Temuco, Chile

Dr. Francisco Ganga Contreras

Universidad de Tarapacá, Chile

Subdirectores

Mg © Carolina Cabezas Cáceres

Universidad de Las Américas, Chile

Dr. Andrea Mutolo

Universidad Autónoma de la Ciudad de México, México

Editor

Drdo. Juan Guillermo Estay Sepúlveda

Editorial Cuadernos de Sofía, Chile

Editor Científico

Dr. Luiz Alberto David Araujo

Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Brasil

Drdo. Maicon Herverton Lino Ferreira da Silva

Universidade da Pernambuco, Brasil

Editor Europa del Este

Dr. Aleksandar Ivanov Katrandzhiev

Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero

Editorial Cuadernos de Sofía, Chile

Traductora: Portugués

Lic. Elaine Cristina Pereira Menegón

Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos

Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dra. Carolina Aroca Toloza

Universidad de Chile, Chile

Dr. Jaime Bassa Mercado

Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto

Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos

Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos

Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera

Universidad de Valladolid, España

Mg. Keri González

Universidad Autónoma de la Ciudad de México, México

Dr. Pablo Guadarrama González

Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy

Universidad de La Serena, Chile

Mg. Cecilia Jofré Muñoz

Universidad San Sebastián, Chile

Mg. Mario Lagomarsino Montoya

Universidad Adventista de Chile, Chile

Dr. Claudio Llanos Reyes

Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín

Universidad de Santander, Colombia

Ph. D. Natalia Milanesio

Universidad de Houston, Estados Unidos

Dra. Patricia Virginia Moggia Münchmeyer

Pontificia Universidad Católica de Valparaíso, Chile

Ph. D. Maritza Montero

Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira

Universidad de La Coruña, España

Mg. David Ruete Zúñiga

Universidad Nacional Andrés Bello, Chile

Dr. Andrés Saavedra Barahona

Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra
Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz
Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov
South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía
Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas
Universidad Nacional Autónoma de México, México

Dr. Martino Contu
Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo
Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna
Universidad Nacional Autónoma de México, México

Dr. Horacio Capel Sáez
Universidad de Barcelona, España

Dr. Javier Carreón Guillén
Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie
Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar
Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo
Universidad Popular Autónoma del Estado de Puebla, México

Dr. Adolfo Omar Cueto
Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco
Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo
Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandia
Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar
Universidad de Sevilla, España

Dra. Patricia Galeana
Universidad Nacional Autónoma de México, México

Dra. Manuela Garau
Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg
Scuola Normale Superiore de Pisa, Italia
Universidad de California Los Ángeles, Estados Unidos

Dr. Francisco Luis Girardo Gutiérrez
Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire
Universidad de Colima, México

Dra. Antonia Heredia Herrera
Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre
Universidade Estadual da Paraíba, Brasil

Dr. Miguel León-Portilla
Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura
Instituto de Estudios Albacetenses "Don Juan Manuel", España

Dr. Carlos Tulio da Silva Medeiros
Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández
Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango
Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut
Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa
Dilemas Contemporáneos, México

Dra. Francesca Randazzo
Universidad Nacional Autónoma de Honduras, Honduras

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso

Universidad de Salamanca, España

Dr. Josep Vives Rego

Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni

Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo

Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Mg. Paola Aceituno

Universidad Tecnológica Metropolitana, Chile

Ph. D. María José Aguilar Idañez

Universidad Castilla-La Mancha, España

Dra. Elian Araujo

Universidad de Mackenzie, Brasil

Mg. Rumyana Atanasova Popova

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa

Instituto Universitario de Lisboa, Portugal

Centro de Estudos Africanos, Portugal

Dra. Alina Bestard Revilla

*Universidad de Ciencias de la Cultura Física y el
Deporte, Cuba*

Dra. Noemí Brenta

Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca

Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel

Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik

Universidad de Colonia, Alemania

Dr. Eric de Léséulec

INS HEA, Francia

Dr. Andrés Di Masso Tarditti

Universidad de Barcelona, España

Ph. D. Mauricio Dimant

Universidad Hebrea de Jerusalén, Israel

Dr. Jorge Enrique Elías Caro

Universidad de Magdalena, Colombia

Dra. Claudia Lorena Fonseca

Universidad Federal de Pelotas, Brasil

Dra. Ada Gallegos Ruiz Conejo

Universidad Nacional Mayor de San Marcos, Perú

Dra. Carmen González y González de Mesa

Universidad de Oviedo, España

Ph. D. Valentin Kitanov

Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez

Universidad Mayor San Andrés, Bolivia

Dr. Patricio Quiroga

Universidad de Valparaíso, Chile

Dr. Gino Ríos Patio

Universidad de San Martín de Porres, Perú

**REVISTA
INCLUSIONES**
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Carlos Manuel Rodríguez Arrechavaleta
Universidad Iberoamericana Ciudad de México, México

Dra. Vivian Romeu
Universidad Iberoamericana Ciudad de México, México

Dra. María Laura Salinas
Universidad Nacional del Nordeste, Argentina

Dr. Stefano Santasilia
Universidad della Calabria, Italia

Mg. Silvia Laura Vargas López
Universidad Autónoma del Estado de Morelos, México

**CUADERNOS DE SOFÍA
EDITORIAL**

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

Dr. Evandro Viera Ouriques
Universidad Federal de Río de Janeiro, Brasil

Dra. María Luisa Zagalaz Sánchez
Universidad de Jaén, España

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Editorial Cuadernos de Sofía
Santiago – Chile
Representante Legal
Juan Guillermo Estay Sepúlveda Editorial

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF
SASKATCHEWAN



Universidad
de Concepción

BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN



**PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR DEVIANT BEHAVIOR PREVENTION
IN PROFESSIONAL EDUCATION ORGANIZATIONS**

Dr. Marina Georgiyevna Sergeeva

Federal State Institution “Research Institute of the Federal Penitentiary Service of the Russian Federation”, Russia
ORCID: 0000-0001-8365-6088
sergeeva198262@mail.ru

Dr. Vladimir Mikhailovich Litvishkov

Federal State Institution “Research Institute of the Federal Penitentiary Service of the Russian Federation”, Russia
ORCID: 0000-0003-1077-9436
mavlad67@mail.ru

Dr. Alexander Makarovich Nikitin

Federal State Institution “Research Institute of the Federal Penitentiary Service of the Russian Federation”, Russia
ORCID: 0000-0002-0638-7977
mavlad67@mail.ru

Ph. D. (C)Sergey Nikolayevich Salun

Federal State Budgetary Institution of Higher Professional Education “Bauman Moscow State Technical University (National Research University)”, Russia
ORCID: 0000-0002-6772-9213
salunsergei@mail.ru

Ph. D. Julia Mikhailovna Kalinina

Peoples' Friendship University of Russia, Russia
ORCID: 0000-0001-6037-5857
kalinina_yum@pfur.ru

Ph. D. Ekaterina Valerievna Nagornova

Peoples' Friendship University of Russia, Russia
ORCID: 0000-0003-4371-6001
nagornova_ev@pfur.ru

Ph. D. (C) Olga Borisovna Lobanova

Lesosibirskij Pedagogical Institute - branch of Siberian Federal University, Russia
ORCID: 0000-0003-3243-7816
OBLobanova@sfu-kras.ru

Fecha de Recepción: 26 de diciembre de 2019 – **Fecha Revisión:** 10 de enero de 2020

Fecha de Aceptación: 28 de febrero de 2020 – **Fecha de Publicación:** 01 de abril de 2020

Abstract

Current changes in Russian society highlight the issues of helping adolescents who express deviant behavior, as well as the development of complex preventive measures, rehabilitation, and socialization of this group of youth. Despite the increasing role of upbringing in the education system, not enough attention is paid to preventive activities in modern educational practice. In a number of cases, preventive activities are mostly formal in nature and administrative measures of influence on students prevail, which significantly complicates the upbringing of a socially adapted

DR. MARINA GEORGIVNA SERGEEVA / DR. VLADIMIR MIKHAILOVICH LITVISHKOV
DR. ALEXANDER MAKAROVICH NIKITIN / PH. D (C) SERGEY NIKOLAYEVICH SALUN / PH. D. JULIA MIKHAILOVNA KALININA
PH. D. EKATERINA VALERIEVNA NAGORNOVA / PH. D. (C) OLGA BORISOVNA LOBANOVA

personality of a future professional. One of the main state tasks is the formation of a stable and healthy society. Youth is, therefore, an object of national and government interests, since the fate of society and nation depends on the habitual behavior, lifestyle, and personal qualities of the modern youth. Preventive action is a crucial and vital aspect of social control. Social control over deviant behavior and, most importantly, over crime as its most acute form includes battling it with punishment (repression) and prevention. At present, the crisis of punishment, criminal policy and criminal justice, and state and police control are generally recognized ideas in most countries. Deviant manifestations are not unique and new, but their study is becoming especially relevant at a turning point in the development of Russian society today. In contemporary society, the interaction between the individual, family, and society takes place in the context of a qualitative transformation of social relations, which causes both positive and negative changes in various areas of social life.

Keywords

Prevention – Deviations – Psychological and pedagogical support – Preventive activities

Para Citar este Artículo:

Sergeeva, Marina Georgievna; Litvishkov, Vladimir Mikhailovich; Makarovich Nikitin, Alexander; Salun, Sergey Nikolayevich; Kalinina, Julia Mikhailovna; Nagornova, Ekaterina Valerievna y Lobanova, Olga Borisova. Psychological and pedagogical support for deviant behavior prevention in professional education organizations. Revista Inclusiones Vol: 7 num Especial (2020): 157-166.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)

Licencia Internacional



Introduction

Socioeconomic transformations in Russia in the last few decades have impacted all areas of life. Along with positive changes that stimulate the development of many spheres of activity, such negative tendencies as social stratification, unemployment, a decrease in relevance of spiritual values, and an increase in interest in material wealth and financial well-being have intensified, which have led to higher social and psychological disorientation of the youth and a rise in youth crime. This modern tendency is also defined by the lack of clear ideological principles and distinct system of socially approved behavior, as well as by the exposure of the youth to the negative influence of the media and criminal groups. Consequentially, the organization of effective preventive work with children and adolescents, defending their rights, and training teachers, parents, and managers for such activity become highly important¹.

Pedagogical and psychological knowledge based on the study of the nature and causes of deviant behavior and forms and methods of upbringing is of particular importance in the issue of crime prevention. Fundamental works of such Russian educators like N. K. Krupskaya, A. S. Makarenko, L. N. Tolstoy, K.D. Ushinsky, and others are devoted to the theoretical and methodological aspects of upbringing.

Literature review

The issues of social upbringing became an object of thorough research in the early Soviet era (the 1920-30s) due to the unsatisfactory social status of underage citizens (an immense number of homeless children and orphans) and an increase in illegal activity among youth. For example, P. P. Blonsky and S. T. Shatsky study the primary theoretical aspects of social upbringing while O. S. Gazman and L. I. Novikova bring attention to the national specificity in upbringing proposing the educational institution to be the main source of the social upbringing of children².

Starting from the 1980s, social, psychological, and pedagogical issues related to preventive work have been addressed via research devoted to deviant behavior prevention among school students and improving their legal literacy. In the last few decades, a major contribution to the development of psychological, social, and pedagogical aspects of preventive activity was made by S. A. Belicheva, B. Z. Vulfov, I. V. Dubrovina, V. I. Zagvyazinsky, E. V. Zmanovskaya, L. M. Ziubin, V. T. Lisovsky, A. V. Mudrik, I. A. Nevsky, V. D. Semenov, N. M. Talanchuk, and others³.

It is apparent that radical changes occurring in contemporary political and socioeconomic life in Russia are about to spread on preventive and penal practice in the field of crime prevention. It becomes an objective need in modern conditions to revive the systemic childhood protection with the prevention and overcoming of deviance in the behavior of the younger generation being its vital functional element.

¹ S. A. Belicheva, *Koncepciya profilaktiki besprizornosti i pravonarushenii nesovershennoletnih v sovremennyh socialno-ekonomicheskikh usloviyah*. Moscow. 1998.

² E. M. Popova, "Socialno-pedagogicheskaya praktika po preduprezhdeniiu pravonarushenii", *Srednee professionalnoe obrazovanie*, num 11 (2011) y S. A. Belicheva, *Socialno-pedagogicheskie osnovy preduprezhdeniya desocializacii nesovershennoletnih*. Ph.D. Thesis. Moscow. 1989.

³ B. A. Glinskii; B. S. Gryaznov; B. S. Dynin y E. P. Nikitin, *Modelirovanie kak metod nauchnogo issledovaniya* (Moscow: Aprel-Press, 2000).

The aspects of deviant behavior prevention are considered in studies by N. G. Alekseev, A. S. Belkin, A. I. Buyanov, V. A. Zhuravlev, A. I. Kochetkov, A. N. Leontiev, A. E. Lichko, T. M. Mikhailov, M. M. Murtuzaliev, A. P. Okladnikov, V. A. Slasterin, D. I. Feldshtein, A. B. Fomina, S. S. Frolov, etc. Works by M. A. Alemaskin, B. N. Almazov, L. A. Gritsenko, L. M. Ziubin, N. A. Kataeva, N. M. Talanchuk, and others⁴ are devoted specifically to the issue of deviant behavior prevention in schools and vocational education institutions.

Legal education is an important aspect of the organization of crime prevention activities. This aspect is considered in studies by authors like V. S. Andreev, L. N. Borodin, V. I. Kirichenko, A. M. Medvedev, A. F. Nikitin, V. A. Pokrovsky, M. M. Sorokin, G. A. Firsov, etc.⁵.

One of the important facets of preventive work is training specialists in diagnostics and assessment of the possibility of deviations in students' behavior, as well as developing measures of prevention and correction of deviant behavior. The issue of diagnostics is covered in studies by S. I. Arhangelsky, A. I. Berg, T. A. Ilina, L. B. Itelson, N. Y. Maksimova, V. P. Simonov, and others.

Modern views on deviant behavior of a person allow us to reason that as a complex form of social behavior it is affected by a number of interconnected factors. The issue of factors and reasons behind illegal behavior is addressed by many Russian researchers, including V. M. Astapov, S. A. Belicheva, G. G. Bochkareva, L. S. Vygotsky, E. V. Zmanovskaya, L. M. Ziubin, Y. A. Kleiberg, A. I. Kochetova, G. V. Morozov, L. S. Slavina, I. I. Trushina, L. B. Filonov, etc.⁶.

Methods

One of the main state tasks is the formation of a stable and healthy society. Youth is, therefore, an object of national and government interests, since the fate of society and nation depends on the habitual behavior, lifestyle, and personal qualities of the modern youth. Current changes in Russian society highlight the issues of helping adolescents who express deviant behavior, as well as the development of complex preventive measures, rehabilitation, and socialization of this youth group. In pedagogical, social, psychological, and other specialized literature, deviant behavior of an individual is denoted by the term "deviation" (lat. *deviantio*). The deviation is considered to be a side of the phenomenon of variability, which is characteristic of humans, as well as the world as a whole. In the social sphere, variability is understood as the interaction of a person with their environment expressed in their behavior, which is normal or deviant. It appears to be impossible to draw a precise border between the two and the concept of norm serves as a basis for understanding the essence of deviations⁷. Social norms as a set of requirements and expectations imposed by a social community on its members for the regulation of their actions and relations create the normatively approved field of action for a given society at

⁴ T. Frolova, "Socialnyi pedagog: ego prednaznachenie i strategii deyatelnosti", Direktor shkoly, num 2 (2002): 31-37.

⁵ I. S. Ganishina, Psihologicheskoe vliyanie neblagopoluchnoi semi na deviantnoe povedenie nesovershennoletnih. Ph.D. Thesis. Ryazan: APU Miniusta. 2004.

⁶ Y. A. Kleiberg, Psihologiya deviantnogo povedeniya: Ucheb. posobie dlya vuzov Moscow. 2001.

⁷ E. V. Zmanovskaya, Deviantologiya (Psihologiya otklonyayushchegosya povedeniya): Ucheb. posobie dlya stud. vyssh. ucheb. zavedenii. 2nd ed., corr. (Moscow: IC «Akademiya», 2004).

DR. MARINA GEORGIVNA SERGEEVA / DR. VLADIMIR MIKHAILOVICH LITVISHKOV

DR. ALEXANDER MAKAROVICH NIKITIN / PH. D (C) SERGEY NIKOLAYEVICH SALUN / PH. D. JULIA MIKHAILOVNA KALININA

PH. D. EKATERINA VALERIEVNA NAGORNOVA / PH. D. (C) OLGA BORISOVNA LOBANOVA

a given point in time, thus orienting individual behavior. In modern conditions of the society being reformatted, the problem of interpretation and application of norms is a rather complicated matter since the regulation of these norms takes place in accordance with the prevailing system of values, interests, and needs. According to political scientists and sociologists, a defining criterion for a social norm is the effect of social phenomena. If the effect is destructive and posits a substantial threat to the individual's physical and social survival – this is the boundary separating deviation from the norm. In the pedagogical, sociological, and psychological literature, the deviant (non-normative) behavior is described by various terms – deviant, destructive, abnormal, asocial, amoral, antisocial, delinquent, etc. At the same time, in determining various types of deviant behavior, the blurring of the boundaries is observed. As a consequence, a certain confusion of concepts occurs. Y. I. Gilinsky reasonably points out that there are thousands of tomes written on the issues of deviation, “but what it is is still not quite clear”. Following a number of authors (M. A. Galaguzova, Y. N. Galaguzova, G. N. Shtinova, etc.), in our study, we imply that deviant (non-normative) behavior is a wide concept that includes every possible type of deviation from the norm – deviations: deviant, delinquent, and criminal behavior⁸.

We view deviant behavior as the most common type of abnormal behavior in a mentally healthy individual, which leads them to social disadaptation due to the sustained violation of social and moral norms and values recognized in a given society. In our study, by delinquent behavior (lat. *delinquens* – misconduct), we understand a type of deviant behavior that violates the legal norms of a society. It includes any type of action or lack thereof that is prohibited by law (except the criminal law). A person exhibiting unlawful, illegal behavior is called a delinquent person (a delinquent). We understand criminal behavior as a type of deviant behavior characterized by a violation of the Criminal Code. Criminal behavior is usually preceded by various manifestations of deviant and delinquent behavior. Our research, therefore, indicates that deviations are characterized by various behavioral abnormalities and despite some differences most researchers consider the violation of social norms and rules of conduct to be the main criterion for deviancy, thus viewing this phenomenon on a scale of “adaptation (socialization) – maladaptation (desocialization)”⁹. Behavioral deviations oppose various norms accepted in society, namely: moral and ethical social norms, norms of law (except for criminal ones), and norms of criminal legislation. E. M. Popova¹⁰ analyzes various approaches to deviancy typology and suggests the following classification of deviant behavior.

- Egressive (*egredior* – to exit, to avoid) – behavior that manifests in avoiding responsibility-related assignments, work, and study, leaving lessons without permission, running away from home, vagabondage, mendicancy (refers to the social-passive type of deviancies).

- Aggressive – behavior manifesting in aggression, fighting, damaging and destroying property, racketeering, animal abuse, etc. (refers to the social-active type of deviancies). This type of deviancy actively manifests itself in antisocial informal groups.

⁸ A. A. Rean; A. R. Kudashev y A. A. Baranov, *Psihologiya adaptatsii lichnosti: Uchebno-nauchnoe izdanie* (Saint Petersburg: Medicinskaya pressa, 2002).

⁹ E. M. Popova, “Vospityvaiushchaya sreda kak faktor effektivnosti vospitatel'no-profilakticheskoi deyatelnosti”, *Stolica*, num 11 (2011).

¹⁰ E. M. Popova, “Vospityvaiushchaya sreda kak faktor effektivnosti... y E. M. Popova, “Socialno-pedagogicheskaya praktika po preduprezhdeniiu pravonarushenii”, *Srednee professionalnoe obrazovanie*, num 11 (2011).

- Autoaggressive (self-oriented) – behavior involving the person's hostile actions being directed to the self. This type includes suicidal behavior (suicidal actions or other manifestations) and victim behavior.

- Asexual behavior – antisocial acts sexual in nature and expressed in obscene, cynical acts also sexual in nature, directed typically to the opposite sex, as well as promiscuity (promiscuous sexual relations), prostitution, exhibitionism (exposure for sexual satisfaction), sadomasochism (achieving sexual satisfaction by suffering or causing suffering to a partner), sodomy, or bestiality (sexual attraction to animals), etc.

- Addictive (addiction – tendency, harmful habit) behavior – dependent behavior before the formation of a pathological (painful) dependence on various factors: 1) psychoactive substances (tobacco, alcohol, narcotic, and psychotropic substances, etc.); 2) food (overeating, starvation, refusal to eat); 3) computer games and games of chance (gambling addiction); 4) religious cults (religious fanaticism, involvement in a sect).

The provided classification is based on the type of violated norm (moral, social) and the vector of negative consequences of deviant behavior (aimed at the adolescent themselves or at others). We shall notice that aggressive, egressive, and asexual behavior can be marked by the term “asocial behavior” (according to E. V. Zmanovskaya) that we also deploy in the study, as various types of deviant behavior often tend to intersect and combine.

Results

Preventive action is a crucial and vital aspect of social control. Social control over deviant behavior and, most importantly, over crime as its most acute form includes battling it with punishment (repression) and prevention. At the present time the “crisis of punishment” (T. Mathiesen, N. Christie, etc.), criminal policy and criminal justice, state and police control are generally recognized ideas in most countries. A global trend of transition from punishment to prevention is currently emerging. The need for prevention of deviant behavior is evidenced by Russian and foreign experience. It is clear that it is not possible to completely prevent the occurrence of crimes. However, a partial, limited prediction of the emergence of certain forms of crime is possible and necessary. In this regard, the problems of preventing and combating delinquency and crime among young people are becoming more relevant in Russian society. At the same time, preventive work should be considered a measure of socially negative phenomena prevention: juvenile delinquency, social maladaptation of adolescents, aggressive behavior, deviations, teenagers' abuse of psychoactive substances, etc. A special role is played by the scientific knowledge, which lays at the basis of studies concerning the nature of underage deviant behavior, the necessary practical systemic measures for prevention of asocial behavior in adolescents, and the complex methodical guidance of this preventive process. Most specialists in the field of pedagogy, psychology, and criminology assign the main role to the prevention of deviations, since a person's personality, character, beliefs, inclinations, and value orientations are formed in adolescence. Experts propose several reasons for an increase in age-related deviancy in youth¹¹:

- presence of increased energy potential;

¹¹ A. D. Goneev et al., *Osnovy korrekcionnoi pedagogiki: Ucheb. posobie dlya stud. vyssh. ped. ucheb. zavedenii* (Moscow: Akademiya, 2002).

- uncertainty due to the transitional phase of socialization;
- low social status;
- presence of a feeling of social inequality;
- difficulties in self-affirmation in the adult world, etc.

The activeness of deviancy is also determined by the lack of knowledge on the legal and social norms of behavior. Therefore, it is not only that the prevention of juvenile delinquency is an important part of the overall crime prevention system, but its importance and essence are also an integral part of the education and upbringing of the younger generation.

Minors (underage children or adolescents) are a demographic, socio-psychological, and social group of the population, characterized by rapid social, psychological, and physiological development, due to the age and nature of social relations with the decisive role of socio-pedagogical factors. This age (14 to 18 y. o.), as a rule, falls on the years of study either in high school or educational organization of secondary vocational education (lyceum, school, college, technical school). The analysis indicates the effectiveness teaching staff show in crime prevention among students, which largely determines the results of community crime prevention work. This indicates the reason why it is so crucial to ensure a scientifically organized, holistic, and systemic educational process for the prevention of deviant behavior in the youth environment in the educational organization¹².

One side of this process is represented by partnership, as it is vital to ensure compliance with the requirements of the current legislation on the prevention of offenses, organization of interaction with the commissions for minors, and protection of their rights, with the departments for minors of the internal affairs institutions, and with other subjects of prevention. Another crucial aspect is the scientific and methodological guidance of the prevention process, which would account for the causes and characteristics of various deviations. A significant role among the causes of various deviations in the behavior of adolescents belongs to their socio-psychological, psychological, pedagogical, and psychobiological characteristics, the knowledge of which is required for the systematic organization of preventive activities in educational organizations.

The conducted analysis of preventive work in the educational institutions of the secondary vocational education system indicates that such work is often formal, the administrative and punitive manner of preventive measures prevails over individual correctional work, and in many cases, educational institutions strive to get rid of “difficult” children. The low professional competence of the staff in the prevention of deviations and deviant behavior and poor coordination with family and law enforcement authorities determine the low effectiveness of preventive work. The contradiction that arises between the need for practice in preventing the delinquencies of young students and the imperfection of the preventive activity system of professional education organizations determined our research problem: how does one improve social and pedagogical activities for the prevention of deviant behavior and delinquencies?

¹² N. E. Shchurkova, *Praktikum po pedagogicheskoi tekhnologii* (Moscow: Pedagogicheskoe obshchestvo Rossii, 1998).

Psychological and pedagogical support for deviant behavior prevention in professional education organizations pág. 164

The analysis of scientific psychological and pedagogical literature allowed us to distinguish the following factors affecting the formation and development of the various forms of deviant behavior: socioeconomic, sociocultural, biological, psychological, socio-pedagogical, and subcultural. Socioeconomic and sociocultural factors refer to the external macro factors; socio-pedagogical and subcultural factors are the external micro factors; the biological and psychological factors refer to the internal individual factors of the formation and development of deviant behavior in a person¹³.

The socioeconomic factors include the socioeconomic situation in the country, government policy, social processes taking place in society. *The sociocultural factors* are the group, to which we attribute culture, moral and ethical standards, traditions and values, the spiritual level of societal development, fashion, and the media. These macro factors produce a negative impact on the younger generation in case of the unstable socioeconomic situation in the country, under conditions of inflation and unemployment. Over the last two decades, there has been a crisis of spirituality and the prevalence of material values over spiritual ones. The upheavals in public consciousness and the deideologization of previous attitudes led to the process of desocialization in many areas of the adolescent's life. The mass media promoting the cult of violence, deception, and permissiveness largely contribute to this.

Conclusions

Deviant manifestations are not unique and new, but their study is becoming especially relevant at a turning point in the development of Russian society today. In contemporary society, the interaction between the individual, family, and society takes place in the context of a qualitative transformation of social relations, which causes both positive and negative changes in various areas of social life. Various hardships emerging during the process of adaptation of certain social group members to the market economy give rise to the deformation of interpersonal relationships, disconnection of generations, and loss of traditions. Diverse forms of social pathology growing on a massive scale (drug addiction, prostitution, alcoholism, etc.), criminalization of the social sphere, a rapid decrease in the normative and moral regulation of public relations – these and other negative tendencies in the development of modern society present a serious task to the pedagogical and psychological sciences to research the nature and patterns of deviant behavior and its subjects – the deviant person (the deviant) and the asocial associations (criminal groups, organizations, etc.). Socioeconomic transformations in Russia in the last few decades have impacted all areas of life. Along with positive changes that stimulate the development of many spheres of activity, such negative tendencies as social stratification, unemployment, a decrease in relevance of spiritual values, and an increase in interest in material wealth and financial well-being have intensified, which have led to higher social and psychological disorientation of the youth and a rise in youth crime. According to the statistics, approximately every eighteenth crime is committed either by underage people or with their participation. Said modern tendency is also determined by the lack of clear ideological principles and distinct system of socially approved behavior, as well as by the exposure of the youth to the negative influence of the media and criminal groups. Consequentially, the organization of effective preventive work with children and adolescents, defending their rights, and training teachers, parents, and managers for such

¹³ N. E. Shchurkova, *Praktikum po pedagogicheskoi tekhnologii* (Moscow: Pedagogicheskoe obshchestvo Rossii, 1998).

DR. MARINA GEORGIVNA SERGEEVA / DR. VLADIMIR MIKHAILOVICH LITVISHKOV

DR. ALEXANDER MAKAROVICH NIKITIN / PH. D (C) SERGEY NIKOLAYEVICH SALUN / PH. D. JULIA MIKHAILOVNA KALININA

PH. D. EKATERINA VALERIEVNA NAGORNOVA / PH. D. (C) OLGA BORISOVNA LOBANOVA

activity become highly important. The need for prevention of deviant behavior is evidenced by Russian and foreign experience. It is clear that it is not possible to completely prevent the occurrence of crimes, however, a partial, limited prediction of the emergence of certain forms of crime is possible and necessary. Moreover, any type of negative behavior should become a special object of upbringing and prior to that, it should be studied as an independent phenomenon accompanying and contributing to crime.

References

Books

Belicheva, S. A. *Koncepciya profilaktiki besprizornosti i pravonarushenii nesovershennoletnih v sovremennyh socialno-ekonomicheskikh usloviyah*. Moscow. 1998.

Glinskii, B. A.; Gryaznov, B. S.; Dynin, B. S. y Nikitin, E. P. *Modelirovanie kak metod nauchnogo issledovaniya*. Moscow: Aprel-Press. 2000.

Goneev, A. D. et al. *Osnovy korrekcionnoi pedagogiki: Ucheb. posobie dlya stud. vyssh. ped. ucheb. zavedenii*. Moscow: Akademiya. 2002.

Kleiberg, Y. A. *Psihologiya deviantnogo povedeniya: Ucheb. posobie dlya vuzov*. Moscow: 2001.

Rean, A. A.; Kudashev, A. R. y Baranov, A. A. *Psihologiya adaptacii lichnosti: Uchebno-nauchnoe izdanie*. Saint Petersburg: Medicinskaya pressa. 2002.

Shchurkova, N. E. *Praktikum po pedagogicheskoi tekhnologii*. Moscow: Pedagogicheskoe obshchestvo Rossii. 1998.

Zmanovskaya, E. V. *Deviantologiya (Psihologiya otklonyayushchegosya povedeniya): Ucheb. posobie dlya stud. vyssh. ucheb. zavedenii*. 2nd ed., corr. Moscow: IC «Akademiya». 2004.

Journal articles

Frolova, T. "Socialnyi pedagog: ego prednaznachenie i strategii deyatel'nosti". *Direktor shkoly*, num 2 (2002): 31-37.

Popova, E. M. "Socialno-pedagogicheskaya praktika po preduprezhdeniiu pravonarushenii". *Srednee professionalnoe obrazovanie*, num 11 (2011).

Popova, E. M. "Vospityvaiushchaya sreda kak faktor effektivnosti vospitatel'no-profilakticheskoi deyatel'nosti". *Professionalnoe obrazovanie*. Stolica, num 11 (2011).

Ph.D. Theses

Belicheva, S. A. *Socialno-pedagogicheskie osnovy preduprezhdeniya desocializacii nesovershennoletnih*. Ph.D. Thesis. Moscow. 1989.

Psychological and pedagogical support for deviant behavior prevention in professional education organizations pág. 166

Ganishina, I. S. Psihologicheskoe vliyanie neblagopoluchnoi semi na deviantnoe povedenie nesovershennoletnih. Ph.D. Thesis. Ryazan: APU Miniusta. 2004.

CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo debe hacerse con permiso de **Revista Inclusiones**.

DR. MARINA GEORGIVNA SERGEEVA / DR. VLADIMIR MIKHAILOVICH LITVISHKOV
DR. ALEXANDER MAKAROVICH NIKITIN / PH. D (C) SERGEY NIKOLAYEVICH SALUN / PH. D. JULIA MIKHAILOVNA KALININA
PH. D. EKATERINA VALERIEVNA NAGORNOVA / PH. D. (C) OLGA BORISOVNA LOBANOVA