

# MODEL OF SOCIAL AND PSYCHOLOGICAL PREVENTION OF TEENAGERS' DEVIANT BEHAVIOR

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## Abstract

The searches for solution to overcome the problems of prevention and deviant behavior in teenagers have focused our attention on the concept of personality-oriented approach in learner - centered education.

In the psycho-pedagogical science it is established to be quite clear criteria that reveal the essence of deviant behavior of juveniles (teacher isolation, maladjusted, delinquency, instability of values, psychological aggression, social passivity, increased anxiety, conflict-prone). The study of the etiology of deviant behavior allows the scientists to isolate the multiplicity of factors that produce such behavior.

Causes of deviant behavior of teenagers is a pedagogical isolation, indocileness, tortfeasor, instability of value orientations, psychological aggression, social passivity, increased anxiety, conflict potential.

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**Keywords:** Teenager, deviant behavior, divergent behavior, accentuation of character

## Introduction

Current state of human evolution question is estimated as critical by most scientists. This crisis is manifested, firstly, in the collapse of the ideals of rationalism, which determined the movement of scientific knowledge about the person for many centuries. Secondly - a devaluation of human understanding of complex ideas, producing no real holistic knowledge of it. In practice, it has resulted the breaking of loss of human moral sense, spiritual degradation of his personality. This crisis has led to a rethinking of understanding human nature. This affected the problem of educating the younger generation, the most vulnerable part of the population today and the victim of negative processes of reforming society.

Children of the beginning of the XXI century were in a unique in its complexity socio-psychological situation, in a kind of historical hole, when suddenly the political system, ideological orientation, life values, morality, historical factors' evaluation, events, names, and cultural phenomena changed.

Research in this sphere has shown that changes in the social role status, internal difficulties and contradictions arising from the restructuring mechanisms of social control that characterize a person, can cause the formation of negative personality traits and serve as a prerequisite for the offense.

Under the prevention of crime, we mean a system of social, legal, educational and other measures aimed at identifying and eliminating the causes and conditions leading to delinquency and anti-social actions, in conjunction with individual preventive work.

We suppose it is necessary to highlight the following keys among the factors influencing the formation of illegal behavior. They are: 1) the individual; 2) psychology-and-pedagogical; 3) social-psychological; 4) personality; and 5) social, socio-economic one.

The searches for solution to overcome the problems of prevention and deviant behavior in teenagers have focused our attention on the concept of personality-oriented approach in learner - centered education.

In the psycho-pedagogical science it is established to be quite a clear criteria that reveal the essence of deviant behavior of juveniles (teacher isolation, maladjusted, delinquency, instability of values, psychological aggression, social passivity, increased anxiety, conflict-prone). The study of the etiology of deviant behavior allows the scientists to isolate the multiplicity of factors that produce such behavior (Table 1) [1, 3, 4].

Early prevention should be seen not so much in terms of social control, but with the positions of preventive and control the process of children's de-socialization process of socialization, teenagers and young men, that is to neutralize both direct and indirect dissocialized influences, as well as in the implementation of corrective measures and educational activities and social and psychological rehabilitation [2].

*Table 1 Deviant behavior factors*

Deviant behavior factors	Researchers
social and educational factors (family education costs, school education mistakes, neglect, etc.)	V.A. Aromavichyute, Z.V. Baeryus, L.N. Golubeva, E.G. Kostyashkin, G.P. Medvedev, P.P. Sereda, Z.A. Raevskaya, O.S. Bogdanov, E.V. Bondarevskaya, I.S. Maryanenko etc.
socio-psychological factors of the order and correction of deviant behavior	M.A. Alemaskin, G.G. Bochkarev, L.M. Zubin, I.A. Nevsky A.M. Pechenyuk, S.A. Raschetina, A.I. Seletsky, M.A. Alemaskin, L.M. Zubin, D.I. Feldstein, etc.
identification of the conditions that determine the deviant behavior of juveniles, and evaluation of the effectiveness of wide variety of educational and preventive means, forms and methods of work	A.S. Belkin, A.F. Nikitin, V.M. Obukhov, L.B. Filonov, V.T. Kondrashenko, S.Y. Ulitsky, P.I. Sidorov, M.A. Paznikov etc.
studies identifying ways of training and retraining of teachers to work with children with deviant behavior forms	Y.I. Zotov, G. Kulikov, A.A. Ostapets-Sveshnikov, V.A. Popov, I.P. Trushina etc.
the tendency of the system approach in prevention and management of deviant behavior of minors	B.I. Diamond, S.A. Belicheva, A.V. Mudrik, T.D. Molodtsova, R.V. Ovtcharova, V.A. Popov, Y. Gerbeev, A.I. Kochetov, Y.M. Antonian, K.E. Igoshev, G.M. Minkovskoy etc.

### **Purpose of study:**

Drawing up and test a model of social and psychological prevention of deviant behavior among teenagers.

### **Methods:**

The methods of experimental study of the prevention of deviant behavior issue were a block of diagnostic techniques: - test "Defining the propensity to deviant behavior" by A.N. Orlov; - "Map Stott" questionnaire; - test questionnaire to identify the accentuation character by Shmishek. Results of the study were analyzed by methods of mathematical statistics - t criteria test by Student.

The study is based on Longitude method.

The sample consisted of 80 teenagers who are prone to deviant behavior. Base of research is secondary schools in Kazakhstan.

## **Findings and results:**

As the purpose of the study for the construction of model prevention of deviant behavior, we present its stages and forms of work.

The first stage: introductory, its missions are:

1) an introduction to information provided by the teachers, psychologists, parents, in order to determine the risk for such indicators and symptoms: disobedience, denial, failure to meet social demands, neurotic symptoms, hostility toward other people, etc.

The form of this stage is an individual interview conducted testing of the expert group on the behavior of young people with the help of "Maps of observation" by Stott.

2) direct acquaintance with the children.

Form of implementation - a group conversation.

The second stage: A diagnostic personality characteristic of teenagers - the goals are:

1) to study teenagers' addiction to implement various deviant behavior forms: - addiction to overcome the rules and regulations; -propensity for addictive behavior; -the propensity to self-harm and self-destructive behavior; -propensity to aggression and violence, volitional control of emotional reactions, the propensity to delinquent behavior.

The form of this stage is testing by A.N. Orlov's test of "Determination of tendency to deviant behavior"

2) to study teenagers' character accentuations to determine the number of accentuations, on the grounds that there is a high probability fixing a deviant behavior.

Form of self-realization is testing by Shmishek's questionnaire to identify the character accentuation.

The third stage is the implementation of psychological prevention program - goals:

1) formation of sanogenic personality features;

2) increasing the teenager's reflective capabilities and forming self-esteem;

3) reduction of pathogenic forms of neurotic response and deformed modes of communication;

4) the regulation of emotional and behavioral disorders.

5) the destruction of certain orientations, views, values, motivations, behaviors and forming new ones with a view to achieving personal fulfillment in society.

The form of the stage is a group training work, which is the most effective approach when dealing with teenagers. Types of training exercises are a sensitive training, methods of behavioral therapy, and others (Table 2).

Preventive work was carried out within 1 year with 1 time per week periodicity of meetings.

The fourth stage: Diagnostic (secondary section after maintenance work) - goals:

1) the study of the teenagers' dynamics to reduce the tendency of the various forms of deviant behavior

Form of implementation: retest of teenagers with A.N. Orlov's test "Defining the propensity to deviant behavior" (SOP), collecting expert evaluation of teachers and parents with Stot's "Map of observation".

It should be noted that during the implementation of preventive work we carried out conversation with the parents to explain the teen's emotional state, emphasizing on the characteristic symptoms of deviant behavior and building a more effective behavioral models with a teenager.

*Table 2 Goals and psychological methods of preventive-and-remedial work*

Goals	Psychological methods and exercises
formation of sanogenic personality features;	Education of sanogenic thinking: -formation of constructive behavior stimulated by positive motives - self-organization techniques - control over the images, incentives, etc.
foster an increased reflective capacity and the formation of teenager's self-esteem;	Group psycho-correction techniques and exercises on the sensitivity of: - group discussions - role-playing situations (motor sports, verbal communication, role reversal, the duplication of roles) - non-verbal forms of communication (projective drawings, wordless communication) - empathy training, etc.
reduction of pathogenic forms of neurotic response and deformed modes of communication;	
regulation of emotional and behavioral disorders;	
destruction of certain plants, perceptions, values , motivations, behaviors and forming new ones with the aim of achieving personal fulfillment in society.	Rational therapy techniques: -controlling irrational thoughts -awareness of the relationship between cognition, affects and behavior - belief change, predisposing to a distortion of experience, etc.

Thus, the main purpose of prevention model is specific assistance to children in finding their meaning in life, moral values, ideals through psychologists' and teachers' treatment to the inner world, their natural activity, through the study, of understanding and enjoyment of their capabilities and needs in self-regulation, self-correction, self-development and self-determination.

- 1) After all the necessary arrangements following results according to the results of the two sections in Stott's map:
- 2) - on a scale of "distrust to the people" (D) there is a decrease in symptoms of manifest violation (from 19.9% to 10.2%) and rise by less symptoms (from 46.8% to 56.5%);
- 3) - on a scale of "withdrawal into oneself" (W) teenagers have become less distracted from schoolwork after preventive measures (down from 21.7% to 19.7%) and increases of lack of symptom (from 28.5% to 30.1 %);
- 4) - on a scale of "anxiety in relation to adults' (AA) there is a reduce of the percentage of anxiety and uncertainty that adults are not interested in them, trying to draw attention to themselves in any way concern the adoption of non-acceptance of teen-adults;
- 5) - significant changes have occurred on the scale of "hostility towards adults" (HA) on the expression of various forms of rejection of adults (from 29.9% to 10.8%). The level of manifestation of overt aggression reduced (from 10.9% to 8.1%). This is due to the fact that indeed when working with teenagers, efforts should be directed at developing the skills of self-regulation and the development of teenagers' self-esteem and self-worth as a person. The slight decrease is observed in teenagers with full uncontrollable aggression (from 8.75% to 8%). Indeed, for the adjustment of the manifestations of a more long-time aspect, as well as work with teenager's personality structure;
- 6) - considering the performance on a scale of "anxiety in relation to teenagers and children" (AC), we see the increasing of the single symptom percentage (from 49.8% to 56.8%) and reduce of the manifestation of symptoms percentage (from 31.5% to 28 %);
- 7) - on a scale of "hostility to peers" (HP) there is a decrease in the level of symptoms' presence (from 41.3% to 35.1%) and increase od the percentage of no symptoms (from 58.7% to 64.9%). This suggests that in the course of prevention teenagers begin not only to assess their behavior and actions, but also to understand and accept the views of their peers, to see their attitude to these actions, behavior, improve their skills in self-reflection and self-control;
- 8) - on a scale of "restlessness" (R) we can see a decrease in the presence of symptoms of impatience, restlessness (from 37.7% to 34.8%), and the number increases in a single

symptom (from 45.3% to 48.6%). This once again confirms that during the preventative-and-remedial works against the formation of deviant behavior such skills as to be more patient when waiting or doing anything, the application of effort to accomplish the goals and objectives, the ability to focus on a specific object, the task and the ability to understanding are developed;

9) - on a scale of "emotional stress" (ES) a shift in the positive direction should be noted, namely, absenteeism reduce (from 24.6% to 18.9%), due to work on the development of a sense of responsibility for their actions and behavior and choice over constructive way of self-expression among teenagers. Furthermore, a decrease in immature emotional manifestations group (43.7% to 42.7%).

10) Thus, the second section of the diagnostic data that addresses the propensity for deviant behavior, based on an assessment by teachers and parents, has shown that there is a positive trend. To say more accurately how much preventive work has yielded the results, we analyzed the data of the second section with SOP method. According to the results changes have taken place at the level of T-score of 50-60. Namely:

11)- utility scale made it possible to speak of reliable data, i.e. subjects were not adjusted their own answers to the socially desirable ones;

12)- on a scale of "propensity to overcome the rules and regulations," there is a decrease in the tendency to overcome any rules and regulations, the tendency to deny the generally accepted norms and values after (43.7% vs. 39.8%). However, it should be noted that adolescents with indicators on this scale with 60-70 T-score indicators remained unchanged. It can be explained that this manifestation is already more stable and desirable to apply corrective treatment of the violations of behavioral psychology, and possibly personality psychology. Therefore confirms the fact that prevention is recommended to occurrence of adverse formations in behavior and personality psychology. The tendency can be prevented, and the violation corrected.

13)- on a scale of "propensity to addictive behavior" we see the minor differences in the data, although the figure was lower (19.8% vs. 17.9%). A slight decline can be explained by the fact that the prevention of bad habits in teenagers requires constant work. So there will be not enough time for the prevention program or no effect work still proved.

14)- on a scale of "a tendency to self-injurious behavior" there has been a sharp decline in this trend (from 13.9% to 9.8%). This suggests that the use of preventive work practices that contribute to the enhancement of their own lives, rational use and the risk of finding other ways to overcome the difficulties, gives the possibility to reduce the tendency to self-aggression;

15)- on a scale of "propensity to aggression and violence," it can be said that the indicators are in the range of 60-70 T-score remained unchanged. This again confirms the fact that a clear violation of prevention can not be, and already requires corrective surgery. When there is only a tendency, it is possible to use preventive measures take any effect.

16)- on a scale of "voluntary control of emotional reactions" changes (53.7% vs. 69.8%) are observed, indicating the training of voluntary control of the emotional sphere, the formation of the ability to control the behaviors of emotional responses;

17)- on a scale of "propensity to delinquency behavior" virtually no change is detected (8.4% vs. 8.1%). We can not explain the fact that the data indicate the presence of this trend and the low level of social control. And in dealing with such problems is psycho-correctional work. This tendency is observed in teenagers who have had cases of involvement in fights and hooliganism. Therefore, prevention efforts here will not give meaningful results.

18) However, to talk about the effectiveness of this model of prevention of deviant behavior, we tested the significance of the differences between the two sections on the scales of SOP method. Data are presented in Table 3. The significance of differences between the data in the group of subjects before and after their inclusion in the preventive measures we

have tested using Student's t-criteria for each scale. Data in the performance scale were not used in the calculations

*Table 3 The meaning of Student's t-criterion in scales of A.N. Orel's questioner for testees before and after preventive work*

Testees' group	scales					
	1	2	3	4	5	6
Before and after	2,474*	0,854	2,214*	2,678*	2,567 *	0,045

Note: 1-scale of propensity to overcome the rules and regulations, 2-scale of propensity for addictive behavior, 3-scale of propensity for self-harm behaviors, 4-scale of propensity for aggression, 5-scale of voluntary control of emotional reactions, the 6-scale of propensity for delinquency behavior.  
Meanings with \* show the statistic value of *показывают статистическую значимость* diversity,  $p \geq 0,05$

Thus table 3 shows that the values of the group differ from the scales 1, 3, 4, 5, which confirm our use of Student's t-criteria test. Consequently, differences identified with the following prevention program of deviant behavior, suggest that the proposed model can be the result of prevention at the level of a predisposition (tendency) to deviant behavior. And in the case where there is a clear breach of conduct, it is necessary to apply psycho-corrective treatments.

As it was mentioned in the theoretical part the development trends manifestations of deviant behavior can be influenced by the nature of accentuation. And there is a well-known fact that the accentuations are most manifest in adolescence and with the right impact of educational and pedagogical methods there is reduce of accentuation manifestation level. And, if on the contrary, it becomes a personality trait accentuation. In the course of the program for the prevention of deviant behavior, we sought to adhere to the conditions under which young people can control the display of accentuation. For example, in our work we sought to achieve calm analysis of critical decisions, creating situations of mental and physical activity; group work was carried out both individually and in subgroups. There was the recognition of the merits of each one, his attachments, follow the good example of any of the class members.

Let's see the accentuation manifestation after deviant behavior prevention program . Data are presented in table 4.

*Table 4 Values of Student's t-criteria test according to the scales of the G. Shmishek's questionnaire for test groups*

Testees' group	Character accentuation									
	1	2	3	4	5	6	7	8	9	10
Before and after	0,209	2,474*	0,854	2,678*	0,855	0,045	3,88**	2,07*	2,567	0,928

Note: 1 – cyclothymic type; 2 – hypermetric; 3 – exalted; 4 – anxious; 5 – - pedantic; 6 – dysthymic; 7 – demonstrative; 8 – getting stuck; 9 – excitable; 10 – emotive  
\* - Statistical significance of the difference,  $\alpha \geq 0,05$   
\*\* - Statistical significance of differences,  $\alpha \geq 0,01$

So manifestations of this accentuation reduction (from 29.7% to 20.9%) can be clearly seen at hypermetric and anxious type.

Changes are observed on the demonstrative type in the positive direction (from 17.2% to 13.4%). The improved performance is explained by the fact that the actors are and react to those conditions that are favorable to correct accentuation. On gets stuck type the situation is as follows: there is a decrease in the expression of the accentuation (from 18.2% to 12.9%).

It is important to note the fact that, since the prevention of deviant behavior, the group emerged a group of teenagers who did not show distinct accentuation - 21.8%.

All this can allow us to assert that the proposed model of deviant behavior prevention can positively influence the display of the accentuation and the opportunity to correct them.

Although we can not say how much time the effect will last. No much time passed since preventive work. Creating favorable conditions for the life and development of teenagers, it is possible to adjust (to mute) the development of accentuation or contribute to the development of their management skills.

Thus, the research confirmed the fact that prevention work must be carried out continuously, unobtrusively, to all the knowledge and skills that are acquired in the course of interaction psychologist (teacher, student) with a student (teenager) could have value in itself for the development of the teenager's personality, formed constructive ways of behavior and solve difficult contradictions.

The research has shown that prevention efforts are more productively spent in the initial stages of manifestation of propensity trends for this type of behavior, as well-established behavioral manifestation can be transformed into a habit or an individual style, that is more difficult is adjusted, and the more preventive actions.

The research confirmed once again that while creating an effective model of psychological prevention of deviant behavior among teenagers it is necessary to consider such options as:

- the allocation of psychological-and-pedagogical and other features of this age group, affecting the formation of deviant behavior;
- the model should be based on identifying and eliminating the causes and conditions leading a deviant behavior.

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