



## Psychological and pedagogical prevention of deviant behavior among the student youth (theory and practice of domestic studies)

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### Abstract

The significance of the research problem presented in the paper consists in the contradiction between the need to improve deviant behavior prevention among adolescents in the activities provided by psychological and pedagogical services and insufficient research into this issue. The object of the study was deviant behavior of adolescents. The subject of the study was deviant behavior prevention in adolescents as a component of the activities provided by specialists of psychological and pedagogical services. The purpose of the study consisted in exploring the features of deviant behavior prevention among adolescents as a component of the activities provided by specialists of psychological and pedagogical services. Research methods: the study and analysis of scientific literature on the research problem; comparison, analysis and synthesis of regulatory documents and statistical data; questioning; analysis of empirical data. As a result of the conducted study, the following data were obtained: the theoretical bases were presented that contain deviant behavior prevention in adolescents as a component of the activities provided by specialists of psychological and pedagogical services; the experience of deviant behavior prevention among adolescents in educational institutions was analyzed; the problem of prevention was studied and the risk factors that form deviant behavior of adolescents were determined.

**Keywords:** deviant behavior, students, educational institutions, prevention of deviant behavior among the youth

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### INTRODUCTION

The problem of preventing deviant behavior has never lost its significance. Despite the fact that today the problem of deviant behavior among young people is not as acute as it was twenty years ago, and in general, significant measures are being taken to combat delinquency and crimes committed by minors or with their participation, new unresolved issues and problems constantly arise in this area. This is determined not only by the acceleration of the younger generation, but the development of information technologies owing to which adolescents are involved in criminal activities, as well as their involvement in drug use. In addition, there is still a problem of alcohol abuse, primarily not by adolescents themselves, but in the families where they are brought up.

Measures of preventing deviant behavior of adolescents, which are organized and carried out by specialists of youth affairs in the framework of the activities of social services, various non-profit organizations, as well as commissions on juvenile affairs, are focused on solving these issues. The measures taken these days in this area cover a fairly wide range of issues related to deviant behavior prevention among young people. But the organization of work itself is characterized by the lack of the systematic activity and absence of well-established interaction between the services involved in this process. All this

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testifies to the need to improve preventive work in the field of activities provided by specialists of psychological and pedagogical services.

*The extent of the problem exploration.* The concept and essence of deviant behavior were considered in the studies of a fairly large number of authors. It is worth noting among them the classics of psychology, pedagogy and sociology - Z. Freud (2007), L.I. Bozhovich (2008), L.S. Vygotsky (2008), I.S. Kon (2003), Y.A. Kleiberg (2017), G.S. Kovtun (2010), V.T. Kondrashenko (2008) and others, as well as more modern authors - D.V. Kolesov (2006), V.B. Salakhova et al., (2019), O.V. Evdoshenko (2019), E.R. Agadzhanova (2019). The prerequisites for the formation and features of the deviant behavior manifestation in adolescents were considered in the works of V.Y. Kagan (1989), P.P. Blonsky (1935), N.M. Iovchuk and S.A. Severny (1996), L.B. Schneider (2005), E. Durkheim (1995), T.A. Ponomareva (2017), V.N. Sokolova and G.Y. Yuzefovich (1991). The forms and methods of deviant behavior prevention among adolescents in the activities carried out by a specialist in youth affairs were considered in the studies of M.A. Boldina (2016), S.K. Letyagina (2019), T.A. Svinitskaya (2015), A.V. Ivanina (2016), A.D. Istomina (2018). A review of the scientific literature on the issues under study allows us to conclude that the issues related to certain problems of deviant behavior of young people are quite fully covered. However, there is clearly not enough theoretical and applied research on the study of the specifics of deviant behavior prevention in adolescents as a component of the activities carried out by specialists of psychological and pedagogical services in educational institutions.

Thus, the research problem consists in the contradiction between the need to improve deviant behavior prevention among adolescents through the activities provided by specialists of psychological and pedagogical services and insufficient study of this issue.

The object of the research is deviant behavior of adolescents. The subject of the research is deviant behavior prevention among adolescents as a component of the activities provided by specialists of psychological and pedagogical services.

The purpose of the study consists in exploring specific features of deviant behavior prevention in adolescents as a component of the activities carried out by specialists of psychological and pedagogical services and to develop an appropriate project.

Research objectives:

1. to present the theoretical bases of studying prevention of deviant behavior in adolescents as a component of the activities of specialists working in psychological and pedagogical services.

2. to analyze the experience of deviant behavior prevention in adolescents in the domestic and foreign literature.

3. to study the problems of prevention and identify risk factors that form deviant behavior of adolescents in educational institutions.

4. to develop a project to optimize the work of specialists of psychological and pedagogical services in the field of deviant behavior prevention among adolescents.

The theoretical and methodological basis of the study is formed by the theoretical points of leading psychologists, educators and sociologists, the conclusions of domestic and foreign scientists in the relevant fields of scientific knowledge. In the course of the study, the following approaches were used:

- the structural-functional approach which helps to reveal the structure of deviant behavior, to highlight its forms and directions (Durkheim, 1995; Zmanovskaya, 2003; Kleiberg, 2017);
- the psychoanalytic approach that allows one to analyze an individual's behavior from the point of view of the unconscious processes of his psyche, i.e. fears and desires that a person is not aware of, but, nevertheless, they affect his behavior (Freud, 2007; Vygotsky, 2008; Ganushkin, 2013; Goloshumova et al., 2019).

## MATERIALS AND METHODS

For the purpose of studying psychological and pedagogical prevention of deviant behavior of students, we carried out:

- study and analysis of domestic and foreign literature on this issue;
- comparison, analysis and synthesis of regulatory documents and statistical data;
- questioning;
- analysis of empirical data.

The collection of primary information was carried out through the analysis of statistical data, analysis of documents, the results of sociological research in the field under consideration, as well as the analysis of statistical data of the commission on juvenile affairs, a survey of experts involved in deviant behavior prevention among adolescents and questioning of adolescents themselves, who are in the school and educational and preventive records.

The scientific newness of the study lies in the fact that its results make it possible to complement the research already available in psychology, pedagogy and sociology on the issues of deviant behavior among adolescents, as well as on the problem of preventing deviant behavior among adolescents as a component of the activities carried out by specialists of psychological and pedagogical services.

The practical significance of the research results lies in the fact that the points and propositions developed in it can be used to organize preventive work to thwart and

reduce manifestations of deviant behavior among adolescents. In addition, the project on deviant behavior prevention among adolescents, developed in the framework of this study, can be used in the practical activities of specialists working in psychological and pedagogical services (Salakhova & Khabibullin, 2018).

## METHODOLOGY FRAMEWORK

Before proceeding to the analysis of such a concept as “deviant behavior”, it is necessary to analyze the term “behavior”, since deviant behavior is a form of an individual’s behavior as a whole. In the works of Z. Freud (2007), L.I. Bozhovich (2008), L.S. Vygotsky (2008) and others, behavior is understood as external manifestations of mental activity. From this stance, behavior is opposed to consciousness, which is a set of internal, subjectively experienced processes. But both the facts of behavior and the facts of consciousness are classified according to the method of their identification. Behavior, as noted in the work of V.I. Mishchenko (2015), is realized in the external world and is detected by external observation, while the processes of consciousness take place in the inner world of the subject and are detected by self-observation. Observation facts are all external manifestations of physiological processes that are associated with the state, activity and communication of people - posture, facial expressions, intonation, etc. But since behavior is a psychological category, it cannot be considered only as a complex of externally observable actions, and the influence of internal psychological factors cannot be excluded. All this makes it necessary to consider behavior from other points of view (Veretko, 2008; Larionova, 2012).

From this position, as D.V. Kolesov (2006) points out, the study of behavior is of great interest as interaction with the environment, which is inherent in all people and is mediated by their external (motor) and internal (mental) activity. External activity is manifested in movement, action, deeds, statements and vegetative reactions (Veretko, 2008; Zmanovskaya, 2003)

Internal manifestations imply motivation, cognitive processing, emotional reactions, and self-regulation. Hence, behavior can be defined as activity aimed at interacting with the environment, which is mediated by the individual and personal traits of a person (Veretko, 2008).

But in certain cases, according to the work of A.F. Kornienko (2010), behavior can represent the activity of some subjects in relation to others, i.e. as a special form of activity. This form of activity is behavior only in those cases when the motivation of actions from the objective aspect passes into the aspect of personal and social relations. From this point of view, behavior will be understood only as that form of activity that presupposes the transformation of motives for activity into the activity

of an individual in relation to society. It is worth noting that the concepts of “behavior” and “activity” are not identical, since behavior, unlike activity, does not imply the creation of a specific product and in some cases bears a passive character (Veretko, 2008).

Based on the presented analysis, we can conclude that behavior is a process of interaction between a person and the environment, which is mediated by his individual characteristics and internal activity and has the form of mainly external actions and deeds. The main features of behavior include the fact that it is social in its essence, i.e. it is formed and implemented in society, and also has a close connection with speech regulation and goal setting (Veretko, 2008; Zmanovskaya, 2003; Azarova & Syatkovsky, 2009).

To define the concept of “deviant behavior”, it is necessary to determine the boundaries of what behavior is considered normal, and what is deviant, which will explain the very behavior of a person, as well as its deviant forms. The determination of these boundaries, as E.I. Berezhkova (2003) points out, is based on a number of criteria, which comprise (Veretko, 2008; Zmanovskaya, 2003; Leonova, 2008):

- the statistical criterion. This criterion makes it possible to determine the rate for each phenomenon by calculating the frequency with which this phenomenon occurs among the population. From this point of view, everything that occurs often falls under the norm, at least in 50% of cases. Accordingly, a certain form of behavior can be considered normal if it is inherent in most people;
- the social and normative criterion. Here, behavior that meets the requirements of society at a particular moment in time and is perceived as normal and approved by it is considered as normal. From this position, deviant behavior includes that aspect which contradicts basic social attitudes and values;
- the individual and psychological criterion. This criterion reflects in itself the ever-increasing value of each person and his individuality. In accordance with this criterion, modern requirements for a person are not limited to his ability to fulfill social requirements, but also presuppose that he has self-knowledge and identity.

The study of these criteria allows us to conclude that normal or normative behavior is behavior that does not go beyond the accepted social norms, is not associated with a painful disorder and is typical of most people. Hence, we can conclude that deviant behavior, on the contrary, is expressed in a deviation from socio-psychological, moral and legal norms. It can also be viewed as a disruption of self-development and self-realization of the individual in society, as well as a

breach of interaction of the individual with society (Leonova, 2008).

In the scientific literature, according to I.S. Kohn, deviant behavior is a system of actions that deviate from the generally accepted or implied norms in society (norms of psychological health, law, culture and morality). Y.I. Gilinsky (2007) considered deviant behavior as a social phenomenon, which is expressed in relatively massive and stable forms of human activity and does not correspond to the norms and expectations accepted in society (Zmanovskaya, 2003). Y.A. Kleiberg (2017), in turn, defined deviant behavior as a specific way to change social norms and expectations by demonstrating a value attitude towards them (Devetyarova, 2011). Thus, in general, deviant behavior can be defined as stable personal behavior that deviates from the generally accepted, most widespread and well-established social norms.

The complexity of the definition of the term "deviant behavior", as G.S. Kovtun (2010) points out, lies in the fact that in addition to this concept in science and practice, other terms are also used, often acting as synonyms, and sometimes demonstrating certain nuances of such a phenomenon as deviant behavior: delinquent behavior, addictive behavior, maladaptive, asocial, antisocial, inadequate, difficult, destructive, accentuated, etc. But these terms, in fact, are not synonyms for deviant behavior, since by their content, they express a certain set of conditions and features of manifestations of human behavior and can be part of the structure of deviant behavior (Devetyarova, 2011).

O.V. Evdoshenko (2019) writes that the paradox of deviant behavior lies in the opposite ways of its manifestation, namely, in positive ways that give impetus to the development of society, and in negative ways that destroy social norms, values and ideals. It is difficult to make any judgements about the boundaries of the manifestation of certain methods, since they are very controversial in their content. Various scientific works devoted to the problems of deviant behavior describe certain variants of its manifestation, which are characterized as pathological. Someone refers suicide, promiscuity, prostitution, various forms of addiction and sexual inversions to such manifestations. Someone refers crimes, social maladjustment, antisocial, delinquent and asocial behavior to it, and someone mental disorders. Besides, scientific works also consider such variants of deviant behavior as situational and personal reactions, which are characteristic of a group of people of a certain age (Devetyarova, 2011).

As it was pointed out above, deviant behavior is directly related to the concept of "norm". V.D. Medeleovich (2008) emphasized that deviation is the boundary between norm and pathology, an extreme variant of the norm. But at the same time, P.B. Ganushkin (2013), L.S. Vygotsky (2008) and V.T. Kondrashenko (2008) noted that there are no clear

boundaries between normal and abnormal behavior (Devetyarova, 2011; Leonova, 2008). Thus, deviation covers a fairly wide range of phenomena and can include a variety of forms of human behavior.

In addition, there are a great many criteria for normal and abnormal behavior, there are many definitions of the term "norm". The norm, according to the work of V.I. Mishchenko (2015), can be defined as an ideal, as a requirement, as a prescription, as a measure of conclusion about something, as a measure of assessment, limit, average statistic, a tool for regulation and control, the functional optimum, etc. But the main thing in the study of deviant behavior is to understand that human behavior is determined by intrapersonal characteristics, such as attitudes, motivation of needs and activities, and interpersonal characteristics. That is why, both biological and social, and age criteria of the norm are required to establish the boundary between normal and abnormal behavior (Devetyarova, 2011).

The norm of behavior is an interdisciplinary concept, which in turn introduces certain difficulties in the inclusion of this concept in the process of determining deviant behavior, because each area of knowledge has its own definitions of the norm. For example, in medicine, according to the work of L.A. Ralnikova (2015), the norm is understood as a perfectly healthy person; in pedagogy - a person who is obedient and successful in all subjects; in social life - the norm is the absence of crime; in psychology - the absence of anomalies. Moreover, Y.A. Kleiberg (2017) pointed out, when assessing the norm, it is necessary to take into account such factors as situation, the factor of time, the mismatch of the normative structures of various social systems and prevalence (Devetyarova, 2011). The author also notes that deviance is a characteristic feature of Homo sapiens. Such a specific way of the individual's self-affirmation has been present in sociogenesis since prehistoric times and is determined by the versatility of manifestations and the breadth of distribution. A.Y. Egorov and S.A. Igumnov (2010) assert that deviant behavior is characterized by implicitness and explicitness of realization and can be temporary, permanent, stable and unstable. That is why, when assessing deviant behavior from the point of view of various authors, one cannot claim to be completely objective, since the very notions of "deviant" and "norm" is a product of subjective value judgments (Devetyarova, 2011).

Defining the term "deviant behavior" presupposes the identification of essential features of this phenomenon, which make it possible to determine some boundaries between the norm and deviance. That is why it is necessary to characterize the specific manifestations of deviant behavior, the orientation to which will distinguish it from other phenomena. Let us take as a basis the descriptive characteristics presented by E.V. Zmanovskaya (2003):

- deviant behavior is the behavior that does not correspond to generally accepted or officially established social norms. But social norms are subject to change and therefore the deviant behavior itself has a historical transitory character, accordingly, it is not a breach of any social norms, but only those that are of great importance to society at a given moment in time;
  - deviant behavior and the person who manifests it, cause a negative assessment from society, which can be expressed in the form of public condemnation, social sanctions, including in the form of criminal punishment. But there can also be such a negative phenomenon as personal stigmatism when labels are pinned on people. Due to the fact that a person has been labeled as a deviant (for example, a drug addict, criminal, suicide, etc.), a deviant identity (self-awareness) is formed;
  - deviant behavior causes real damage to the individual's personality itself and the people around it: causing moral and material damage, physical violence, causing pain, health impairment, etc. Suicidal behavior and drug use also pose a threat;
  - deviant behavior is persistently repetitive. There may be exceptions, though. For example, even a single attempt to commit suicide should be considered a serious danger and regarded as deviant behavior of the person;
  - for the behavior to be characterized as deviant, it must be consistent with the general orientation of the individual's personality. Behavior should not be the result of a non-standard situation (for example, against the background of post-traumatic syndrome), a consequence of a crisis situation (death of a loved one) and a consequence of self-defense (the presence of a real threat to life);
  - deviant behavior must be considered within the limits of the medical norm, it cannot be equated with mental diseases or pathological conditions, although it can be combined with them. Under certain conditions, deviant behavior can turn into pathological. For example, addictive behavior can develop into a systemic disease - alcoholism or drug addiction. Accordingly, a person with deviant behavior can occupy any place on the psychological axis "health - pre-illness – illness";
  - deviant behavior is accompanied by various manifestations of social maladjustment. In turn, the state of maladjustment can also act as an independent cause of deviant behavior;
  - deviant behavior has a pronounced individual and age-sexual peculiarity (Veretko, 2008; Solovieva, 2015; Leonova, 2008; Larionova, 2012).
- There are several types of classification of deviant behavior. Y.A. Kleiberg (2017) identified the following behavioral deviations: negative deviations, such as drug use; positive deviations, for example, social creativity; socially neutral deviations, for example, begging. T.P. Korolenko and T.A. Donskikh (1990), in their turn, identified the following two groups of behavior deviations:
- non-standard behavior, which manifests itself in new thinking, in new ideas, in actions that go beyond the limits of social behavior, which positively affects the historical development of society, i.e. this includes the activities of innovators, revolutionaries, oppositionists, pioneers, etc. Accordingly, this group of people is difficult to fully attribute to a group of people with deviant behavior;
  - destructive behavior. This type of behavior can be divided into external destructive, aimed at undermining social norms (legal, moral, ethical and cultural) - addictive and antisocial; and the intra-destructive - suicidal, conformist, narcissistic, fanatical and autistic (Brendina & Bakhtina, 2019).
- E.V. Zmanovskaya (2003) identifies such three groups of deviant behavior as: asocial (immoral) behavior; antisocial (delinquent) behavior; self-destructive (self-destructive).
- The presented classifications are considered relative, conditional and are mainly used for scientific analysis. Each of the selected types of deviant behavior expresses certain manifestations of deviation from the norm, which, at the same time, do not always pose a threat to society. In fact, there are no strictly delimited forms of deviant behavior, since they all intersect and combine with each other, and each case of deviant behavior should be considered separately.
- In general, the study carried out in this part of the work allowed us to draw the following conclusions. Behavior is a process of interaction of a person with the environment, which is mediated by his individual characteristics and internal activity and has the form of mainly external actions and deeds (Veretko, 2008). Behavior is social in nature, i.e. it is formed and implemented in society, and also has a close connection with speech regulation and goal setting (Zmanovskaya, 2003; Azarova & Syatkovsky, 2009). Deviant behavior can be defined as stable behavior of the individual that deviates from generally accepted, most widespread and well-established social norms. It should be kept in mind that deviant behavior can be understood as both negative and positive manifestations of human activity.



When considering deviant behavior as a negative phenomenon, it is necessary to rely on a number of points that determine the boundaries of deviant behavior precisely as behavior that harms society and is an obstacle to its development. Deviant behavior should not be equated with mental illness, since it is based on completely different causes and factors. This type of behavior can be represented by negative deviations, positive deviations and socially neutral deviations. In addition, it can be expressed in non-standard or destructive behavior, or in immoral, delinquent or self-destructive behavior.

## RESULTS AND DISCUSSION

The conducted study showed the following. Deviant behavior is stable behavior of the individual that deviates from the generally accepted, most widespread and well-established social norms. Deviant behavior can be understood as both negative and positive manifestations of human activity. The main sign of deviant behavior is that it harms society and is an obstacle to its development. Deviant behavior should not be equated with mental illness, since it is based on completely different causes and factors. This type of behavior can be represented by negative deviations, positive deviations and socially neutral deviations. In addition, it can be expressed in non-standard or destructive behavior, or in immoral, delinquent or self-destructive behavior.

Deviant behavior of adolescents is a process of interaction of a child with a microsocial environment that disrupts his development and socialization due to the lack of adequate consideration by the environment of the characteristics of his individuality and manifests itself in his behavioral opposition to the proposed moral and legal standards. When determining deviant behavior in a teenager or an adolescent, it is necessary to take into account: the peculiarities of the environmental conditions of upbringing and development of the child, cultural, historical and social characteristics of the development of society and the pedagogical capabilities of the family and school; ambiguity of the concept of norm; specific features of objective perception by adults of the age period and the individual trajectory of adolescent development. The propensity for deviant behavior is determined by his characterological and personal characteristics. The main prerequisite for the formation of deviant behavior in adolescents is the destructive nature of their interaction with adults, in particular with parents and teachers of educational institutions (Devetyarova, 2011; Petrusevich, 2014).

Deviant behavior prevention among adolescents includes social and educational activities organized with the joint efforts of the family, educational and other state and public institutions and aimed at preventing and eliminating the risk of developing deviant behavior in

adolescents by cultivating moral and legal knowledge in them, socially useful skills, etc. This type of prevention is divided into primary (neutralization of negative factors), secondary (identification of a risk group and work with it) and tertiary (work with adolescents who have already committed an offense), is complex in nature and performs such functions as: educational, protective, preventive, providing and function of control. Each type of prevention involves a preliminary diagnostic study. The main forms of prevention of deviant behavior among adolescents include: the organization of the socio-cultural environment; informing; active teaching of socially important skills; organization of activities alternative to deviant behavior; organization of a healthy lifestyle; activation of personal resources; minimizing the negative consequences of deviant behavior (Istomina, 2018).

The results of the conducted empirical study led to the following conclusions.

According to statistics, the number of offenses and crimes committed by minors or with their complicity has decreased over the past two years. Although, at the same time, there are still problems with adolescents' addiction to alcohol, drugs and psychoactive substances. There are also problems with families in a socially dangerous situation, in most of which parents are registered with law enforcement agencies. The survey conducted among adolescents who are registered in school and educational and preventive records, as well as among experts involved in the prevention of deviant behavior in adolescents, showed the following results. Most teenagers and adolescents are prone to regular alcohol abuse and smoking. However, they do not believe that this somehow affects their health. The factors in the formation of deviant behavior in adolescents include socio-pedagogical factors, in particular, a low level of trust in teaching staff, a lack of organized leisure time and the possibility of permanent employment for adolescents, as well as the inconsistency of the work carried out to prevent deviant behavior and the shortcomings of interagency interaction that hinder effective implementation of preventive work. At the same time, the number of adolescents with deviant behavior, according to a survey of experts, is constantly growing. Thus, in general, the results obtained indicate the need to introduce special projects into the system of prevention of deviant behavior in adolescents, including optimization of the activities by psychological and pedagogical services.

## CONCLUSION

In this work, the study was carried out to on the problem of deviant behavior prevention among adolescents as a component of the activities carried out by psychological and pedagogical services. In the

course of studying the theoretical and practical aspects of this issue, the following conclusions were made:

Behavior is the process of interaction of a person with the environment, which is mediated by his individual characteristics and internal activity and has the form of mainly external actions and deeds (Veretko, 2008; Azarova & Syatkovsky, 2009.). Behavior is formed and realized in society and has a close relationship with speech regulation and goal setting. Deviant behavior is stable behavior of the individual's personality that deviates from the generally accepted, most widespread and well-established social norms. Deviant behavior can be understood as both negative and positive manifestations of human activity.

Deviant behavior as a negative phenomenon is always behavior that harms society and is an obstacle to its development. This behavior cannot be equated with mental illness, since it is based on completely different causes and factors. Deviant behavior can be represented by negative deviations, positive deviations and socially neutral deviations, and can also be expressed in non-standard or destructive behavior or in immoral, delinquent or self-destructive behavior.

Deviant behavior of adolescents is a process of interaction of a child with a microsocial environment that disrupts his development and socialization due to the lack of adequate consideration by the environment of the characteristics of his individuality and manifests itself in his behavioral opposition to the proposed moral and legal standards. When identifying deviant behavior in an adolescent or a teenager, it is necessary to take into account: the peculiarities of the environmental conditions of upbringing and development of the child, cultural, historical and social characteristics of the development of society and the pedagogical capabilities of the family and school; ambiguity of the concept of norm; features of the objective perception by adults of the age period and the individual trajectory of development of a teenager. The propensity for deviant behavior is determined by the characterological and personal characteristics of a teenager (Devetyarova, 2011; Petrusevich, 2014).

The destructive nature of adolescents' interaction with adults serves as the main prerequisite for the formation of deviant behavior in them, in particular when they interact with parents and teachers of educational institutions. First of all, the family affects adolescent behavior, namely, the relationships that the adolescent has with his parents. All other prerequisites originate directly from problems in family relationships.

Preventing deviant behavior among adolescents in the activities of a specialist in youth affairs is based on social work technologies. The technology of social work is understood as a set of methods, processes and forms of social work aimed at informing and consulting on important issues related to different aspects of life. Deviant behavior prevention among adolescents includes social and educational activities organized with the joint efforts of the family, educational and other state and public institutions and aimed at preventing and eliminating the risk of developing deviant behavior in adolescents by cultivating moral and legal knowledge, socially useful skills in them, etc. This type of prevention is divided into primary (neutralizing negative factors), secondary (identifying a risk group and working with it) and tertiary (working with adolescents who have already committed an offense). Deviant behavior prevention has a complex nature and performs such functions as: educational, protective, preventive, providing and function of control. In the framework of the activities by psychological and pedagogical services, prevention can be early (creating conditions for successful adaptation) or late (correcting existing behavioral deviations). Each prevention implies a preliminary diagnostic study aimed at identifying the individual personality characteristics of the adolescent and his environment, which makes it possible to determine the nature of the deviation in behavior and the causes of the deviation. There are the following main forms of prevention of deviant behavior of adolescents (Istomina, 2018) : organization of the socio-cultural environment; informing; active teaching of socially important skills; organization of activities alternative to deviant behavior; organization of a healthy lifestyle; activation of personal resources; minimizing the negative consequences of deviant behavior.

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