

UDC 316.624

A.K. Satynskaya, Candidate of Pedagogical Sciences,

N.V. Kaulina

Innovative University of Eurasia (Pavlodar)

E-mail: satynskayaa@mail.ru

External factors affecting the mental development of teenagers of deviant behavior

***Annotation.** This article is devoted to the problem of deviant behavior of teenagers; it reveals the influence of external factors on the development of deviations of teenagers and offers to conduct the preventive work in a complex in early stages of development of deviant behavior. The factors and circumstances specifying the demonstration of deviation have revealed. The development of school policy aimed at the organizing the social and pedagogical conditions neutralizing and correcting negative impact of the social crisis has been suggested.*

***Key words:** teenagers' deviant behavior, external factors, prophylactic work, school policy, social and pedagogical conditions.*

Adolescence is a period of transition from childhood to adulthood. This period is described by many authors as critical for the development of an individual.

The crisis of adolescence is one of the most difficult for a child in the process of mental development. In this period of the transition from childishness to adulthood major changes occur both in the body, the mind and the nature of teenager's relationships with others, adults and peers. Psychophysiological development of adolescents is characterized by acceleration and uneven development of the cardiovascular and musculoskeletal systems, aggravating the physical and mental well-being of adolescents; "hormonal storm" caused by the increased activity of the endocrine system during the puberty and manifested in increased excitability, emotional instability in inadequate emotional reactions, unpredictable moods of a teenager.

Changes in the nature of relationships with adults, lead to increased conflict of teenagers with parents, teachers, due to such reasons as "conflict of morals" when the moral of obedience, yet characterizing the relationship between a child and an adult, is replaced by the moral of equality; a heightened sense of adulthood, manifesting in increased criticism of adults in the reaction of emancipation, in the desire for autonomy from adults. At the same time the active formation of self-consciousness in adolescence leads to the aggravation of the need to communicate with their peers, assert themselves among peers that in certain unfavorable conditions can manifest in a variety of ugly forms of asocial behavior. Serious problems in the sphere of relations between the sexes cause also a process of sexual maturation occurring in adolescence.

The biological background of an individual acquires a certain form of expression only in a particular social structure. In adolescence the system of value orientation is in the forming stage, the ideological and moral principles are not stable, actions are often poorly controlled and poorly conscious of.

The primary socialization of teenagers is carried out in a family and school. A great influence on adolescent behavior is exerted by reference groups.

There are the following factors and circumstances that contribute to manifestations of deviancy:

1. It is well known that a decisive influence on the child's mental development, his subsequent behavior, relationships, communication with others has a psychological microclimate of a family. Where there is no mutual love, trust, affection and friendship between parents and children, children grow anxious, irritable, rebellious, disharmonious, closed, even despite the external peace and order in the family.

2. The next factor is the social position of the parents, social situation in a family which is essential in that that here the child's primary social experience is formed, on the basis of which he then perceives and evaluates the surrounding reality. His selective attitude to the effects of life is formed.

It is also necessary to pay attention to the following characteristics of a family as factors determine the form and level of manifestation of adolescent deviance:

- family type: complete family, single-parent families, blended families, children in ward;
- material conditions of a family life activity: the level of family income, housing conditions;
- level of parents' education;
- mutual relations between adults in the family, the relationship character between adolescents and adults in the family;
- type of behavior of adults in a family (bad habits: smoking, drinking, swearing, aggression, rudeness);
- family leisure-time: it is found that the adolescents living in single-parent families (with only a mother or only a father), deviant forms of behavior occur more frequently than in adolescents from two-parent families. In addition, if a teenager lives only with a mother, or a father, this can lead to increased aggressiveness, rudeness. Such fact as lack of unity of "male" and "female" influence on the consciousness and behavior of a child, which is largely achieved in two-parent families, plays the role here.

In blended families (teenager's living with a mother and a stepfather, or a father and a stepmother) the deviant forms of behavior occur more frequently than in adolescents from two-parent families, which generates such forms of deviancy as running away from home, vagrancy, drinking. In the scientific literature this situation is explained by the fact that the presence of "another" person in blended families leads to the establishing a rigid system of requirements for the child or the lack of attention to the problems that arise in his life. Lies and smoking are manifested in the behavior of teenagers both from the single-parent and blended families equally.

For students from foster families such forms of deviant behavior as smoking, disruptive behavior, school absences are typical. These forms are developed in the behavior of students from foster families more often than in the behavior of students from two-parent families.

Thus, in single-parent, blended, foster families teenagers' deviation appear more often than in full families of significant differences in the very forms of deviant behavior among adolescents, depending on the type of family.

Teenagers, who live in a poor family and experience a constant lack of pocket money, clothes and other things, seek as quickly as possible to finish school and get a job. In addition, the low level of knowledge does not allow these teenagers to enter a university, a college, and, realizing this, even in the 8 or 9 grades, they orient themselves not for further education, but the employment to earn money and become independent from their parents. As a result, the value of education is lost, which leads to poor school results and school absences.

Education of parents also influences the forms and the level of manifestation of deviant behavior among adolescents. Deviant behavior, such as smoking, school absences, aggression, drinking, deception, fraud, drug abuse, bad language are manifested much more often in the behavior of students whose parents have a level of education below average. The absence of this category of parents, even the general pedagogical knowledge, as well as a weak interest in reading special educational literature leads to the use of inefficient methods of education of teenagers. Thus, special pedagogical work with parents of children who are inclined to deviant behavior is required. There is a need for a regular consultation service that allows parents to navigate in a variety of the problems that arise when raising children in the family.

The relationship between the adults in the family, as well as between adults and adolescents has a significant impact on the form and the level of manifestation of deviance. The violation of interpersonal relationships in the family at the adult-child level contributes to the formation of deviant behavior of adolescents.

The type of adult behavior in the family (bad habits: smoking, drinking, swearing, rudeness and cruelty) increases the manifestation of deviant behavior in adolescents. Running away from home, loitering, smoking, misconduct, theft outside the home, aggression, rudeness, foul language, drinking are often manifested in the behavior of students whose parents use physical punishment, display rudeness and cruelty against a child. Leisure of such parents is characterized as passive with the family or without. The character of the leisure of parents coincides with the character of leisure of adolescents.

These enumerated factors are not isolated but are closely interconnected. They have a complex impact on the forms and level of manifestation of teenager's deviation.

The third factor is the peculiarities of the relationship with teachers. In that case, if the teachers increase their requirements to a neglected child that he doesn't fulfill them, shames him in front of the class, "give only poor marks", the student shrinks into himself, and his protest becomes demonstrative. The school educational process has a number of disadvantages that lead more or fewer students to different forms of deviation in behavior. For a number of children and adolescents social position is not determined: the development of life and social guidelines and ideals of adolescents is affected by consumer ideology that has become fundamental in the process of liberalization of a society.

The school is an institution of socialization, a micro model of a society reproducing the system of its social relations and values. The specificity of the student body, peculiarities of the relationship with teachers, classmates, forms of students' leisure – these and other factors are intertwined and interact, influencing the mental development of a teenager.

Another factor may be specified by the previous one. The above-stated relation of a teacher and a student creates the unfavorable situation for him in the class collective. Constant conflicts with teachers, break of friendship with classmates create spiritual emptiness and consciousness of loneliness, abandonment, that encourage the student to miss classes, seek support, comfort, and self-assertion in antisocial informal groups.

A huge role in the life of a teenager is played by peers and reference groups. According to some scholars, those who are unable to get along with their peers in childhood and adolescence are more inclined to neuroses and mental disorders, rudeness, criminal activities, various violations of sexual nature. The discord in relations with peers leads to the most varied forms of social deadadaptation. Especially favorable conditions for the appearance of deviation in the area of morality and behavior are created by the urban environment with its anonymity, impersonal nature of the relationship between people, with a greater degree of freedom, with an extensive range of negatively affecting economic, social and cultural factors, the liberation from traditional norms, values, lack of true patterns of behavior and moral boundaries, weakening social control promote deviant and self destructive behavior among adolescents.

Deviant behavior of adolescents is the result of educational neglect.

The degree of neglect can be easy, medium, and high. The causes of a child neglect:

– the gap in the overall development, sickliness, bad manners, lack of preparation for school, gaps in knowledge;
– low educational and cultural level of parents, trouble in the family, poor family relationships, the suppression of the individual, beatings, guardianship, lack of preparation for school;
– poor knowledge of a child, unprepared parents, not attending a preschool by a child, the wrong attitude of teachers to the child.

That is why it is so important today to create a school environment free from conditions, deforming teenager's consciousness, generating deviant behavior. To help the teenager to be able to make a true choice, he should be taught the ability to control emotions, cope with stress, anxiety, conflict; to learn to respond to criticism in non-aggressive way, and to resist pressure from other people and at the same time, values allowing to solve problems using social and positive means should be developed.

To solve these problems it is necessary to develop a school policy aimed at creating social and educational conditions, neutralizing and correcting the negative impacts of a social crisis. It should be based on the following areas:

- 1) to reveal the prevalence of different types and forms of deviant behavior of children and adolescents and to study the causes and factors of their provoking;
- 2) to study the needs of students and their parents in the education and upbringing;
- 3) to diagnose and correct the deviation in the development of the students' personality and behavior;
- 4) to create the school psycho-pedagogical conditions free from the external risk factors;
- 5) to develop the effective interaction between the student's family;
- 6) to train educators to work with children with deviant behavior, owning the techniques of correction of deviation in the development of the personality;
- 7) to organize the system of additional education.

A special role in the process of the teenager's life activity plays a school curriculum and extracurricular organized activities. It should actively develop and enrich the natural inclinations, tendencies, abilities and to form social orientation of the personality and such social qualities as industriousness, responsibility and adaptability.

Therefore, it is necessary to raise the professional level of teachers, to train them special methods and forms of work with children with behavioral problems. For the development of the teenager's personality a school can provide the opportunity to deal with such adults with whom they could identify themselves, taking over their good qualities, their positive social experience, including their social world, standards, values and attitudes of the loved and respected people as their own. The teenager from these elements of imitation creates his ideal – the inner view of what kind of a person he would like to become.

The development of special educational systems to ensure effective correction of consciousness and behavior of children is required.

Today special programs, new methods of work, forming valuable orientations and guidelines to enable students to assert themselves and to resist the aggressive environment actively are particularly needed.

Particular attention should be paid to the question of earlier identification of the factors of deviant behavior and implementation of preventive measures at the early stages of the formation of a personality.

For teachers working with the teenagers with deviant behavior, it is important to remember that for the most part they live in disadvantage families where there is a distortion of norms and values accepted in a society. Therefore, it is necessary to strengthen the work with the students' families and at school special emphasis should be laid on the education of the students.

The preventive work at school can be effective when it will join the efforts of parents, teachers, and students.

Thus, it is necessary to raise the professional level of teachers, train them with special methods and forms of work with children and young people having a tendency to deviant behavior.

REFERENCES

- 1 Дубинин С.Н. Особенности поведения подростков с девиантным поведением // Образование. – № 1. – 2006. – С. 88–89.
- 2 Кащенко В.А. Педагогическая коррекция. Исправление недостатков характера у детей и подростков. – М.: Просвещение, 1994.
- 3 Психология современного подростка / Под редакцией Л.А. Ругуш. – СПб.: Речь, 2005.
- 4 Роголева Е.Б. Педагогические условия социальной реабилитации детей с девиантным поведением: автореф. дисс. ... канд. пед. наук. – Москва: МПГУ, 1998. – 24 с.
- 5 Тачина С.В. Особенности девиантного поведения: социологический анализ: автореферат. дисс. ... канд. соц. наук. – Екатеринбург, 2003. – 24 с.

REFERENCES

- 1 Dubinin S.N. Osobennosti povedeniya podrostkov s deviantnym povedeniyem // *Obrazovanie*. – № 1. 2006. – S. 88–89.
- 2 Kashchenko V.A. *Pedagogicheskaya korrektsiya. Ispravlenie nedostatkov kharaktera u detei i podrostkov*. – M.: Prosveshchenie, 1994.
- 3 *Psikhologiya sovremennogo podrostka / Pod redaktsiyei L.A. Reguesh*. – SPb: Rech, 2005.
- 4 Rogoleva E.B. *Pedagogicheskie usloviya sotsialnoi reabilitatsii detei s deviantnym povedeniem: aftoref. diss. ... kand. ped. nauk.* – Moskva: MPGU, 1998. – 24 s.
- 5 Tachina S.V. *Osobennosti deviantnogo povedeniya: sotsiologicheskii analiz: aftoref. diss. ... kand. soc. nauk.* – Ekaterinburg, 2003. – 24 s.

ТҮЙІН

*А.К. Сатынская, педагогика ғылымдарының кандидаты,
Н.В. Каулина
Инновациялық Еуразия университеті (Павлодар қ.)*

***Девиантті мінез құлық жас өспірімдердің психикалық дамуына
әсер ететін, сыртқы факторлар***

Бұл мақалада автор жас өспірімдердің девианттық мінез-құлық мәселесін қарастырады, жас өспірімдерде девиациялардың пайда болуына әсер ететін сыртқы факторларды талдайды және ерте кезеңдегі байқалатын девиантты мінез-құлықтың алдын-алу жұмыстарының толық өткізілуін ұсынады. Девиация байқалатын жағдайлар және факторлар анықталған. Әлеуметті педагогикалық жағдайларды құрастыруға, қоғамдағы керісінше әрекеттің коррекциялауға және жойюға бағытталған мектеп саясатын өндеуге ұсынады.

Түйін сөздер: жас өспірімдердің девиантты мінез-құлығы, сыртқы факторлар, алдын-алу жұмыстар, мектеп саясаты, әлеуметті педагогикалық жағдайлар.

РЕЗЮМЕ

*А.К. Сатынская, кандидат педагогических наук,
Н.В. Каулина,
Инновационный Евразийский университет (г. Павлодар)*

Внешние факторы, влияющие на психическое развитие подростков девиантного поведения

В данной статье авторы рассматривают проблему девиантного поведения у подростков, раскрывая влияние внешних факторов на проявление девиаций у подростков, предлагают профилактическую работу проводить комплексно на ранних стадиях проявления девиантного поведения. Выделены факторы и обстоятельства, обуславливающие проявления девиаций. Предлагается выработка школьной политики, направленной на создание социально-педагогических условий, нейтрализующих и корректирующих негативные воздействия общественного кризиса.

Ключевые слова: девиантное поведение у подростков, внешние факторы девиации, профилактическая работа, школьная политика, социально-педагогические условия.