

Psychological and Pedagogical Conditions for the Prevention of Deviant Behavior among Adolescents

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ABSTRACT

This article focuses on such a highly relevant subject as the prevention and correction of deviant behavior in the adolescent environment. The study revealed the main vectors for the development of the modern science of deviant behavior, identified the main causes of deviations and carried out a comparative analysis of the work on the prevention of deviant behavior in the CIS countries and abroad. This paper proved that the key factor in the prevention and correction of deviant behavior should be, firstly, the family as the primary and the most important institution of identity formation, and secondly, the pedagogically controlled environment of educational institutions serving as a condition for socialization and personal development for children and adolescents.

KEYWORDS

Deviant behavior, psychological correction, social environment, adaptation, negative factors

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Introduction

Changes of the economic, social and cultural nature, taking place at the end of the XX century and the beginning of the XXI century, could not ensure the full development of the growing individual, who is capable to competently interact with the society and to develop his/her personal qualities in accordance with the universal values. The consequence of this was an alarming increase in the deviant behavior of adolescents.

The most dangerous types of deviant behavior are criminal offenses, which expand the scope of adolescent criminalization, as evidenced by the annual increase in the recidivism of juveniles by 2-3%, according to the UNICEF (Children in Conflict with the Law, 2015). Once again, in 2016, there is an

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expansion of deviant behavior, including by increasing the list of such deviations as internet addiction, gambling addiction and others.

The problem of the prevention of social deviance is of paramount importance in many countries. Its solution goes to the state level, making the prevention and correction of deviant behavior among adolescents and children the most important social and educational problem of today. However, there have been some difficulties in addressing this problem due to a number of reasons: the gap between the theoretical and practical component in pedagogy, social psychology, juvenile law, ethics, where the specifics of adolescent deviation and the technology of impact on the consciousness and behavior of the child remain poorly studied; the inconsistency of directions of propaedeutic, correctional, rehabilitation and educational prevention, etc.

Thus, the choice of the research topic is conditioned by the lack of theoretical elaboration, an increase in the practical relevance of this problem and a high demand for effective methods of the prevention and correction of deviant behavior among children and adolescents. The purpose of this study is to develop and present a comprehensive analysis of methodological, theoretical, psychological and pedagogical conditions for the prevention and correction of deviant behavior among adolescents.

The choice of adolescents as a focus group of the study is explained by several reasons. Firstly, it is in adolescence that the foundations of morality are laid and the individual's social attitude, attitude to oneself, others and the society is built. In this age, there is a stabilization of character traits and basic forms of interpersonal behavior. There is a connection between the main motivational lines of this age period and an active desire for personal self-improvement, expressed in self-cognition, self-expression and self-assertion.

Secondly, the development of self-consciousness is accompanied by the typical psychological characteristics of adolescence, expressed in the pursuance of novelty and originality of behavior (including deviant), the desire to assert oneself by changing the existing system of values and views taken in the immediate environment, which is also the basis for deviant behavior. Thirdly, a decisive role in the behavior of the adolescent is played by the established system of personal values and the behavior patterns learned in the family and the immediate surroundings. The personality characteristics typical of the age only increase the value of effects of the environment, because the inner environment of the individual is still not completely formed. These specific features define the particular social and psychological status of the adolescent (Bandura & Menlove, 1968).

The research topic determined the use of a wide range of scholarly works on its main aspects.

Emile Durkheim, a French scientist and the creator of the French sociological school, was at the root of the sociology of deviant behavior. He put forward the concept of social anomie, defining it as a state of the society where the old norms and values no longer correspond to the real relations, but the new ones have not yet been firmly established (Garfield, 2012). However, the emergence of deviant behavior theory as an independent scientific field is associated with the names of R. Merton (2008) and A.K. Cohen (1965, 1959) who analyzed the way in which the social structure incites some members of society to inappropriate behavior.

Beginning in the 1960s, deviant behavior became the subject matter for scholars from various scientific schools and fields. In particular, part of the research is related to the sociological, socio-psychological and socio-pedagogical aspects of deviant behavior (Clinard & Meier, 2011; Buunk, 1990; Danforth & Smith, 2015). The biological research direction of deviant behavior (Lombroso-Ferrero, 2015; Sheldon, 2010) is based on the postulate that deviant behavior is determined solely by the physical and mental characteristics of the adolescent. The basis for the prevention of deviant behavior is the psychological theories of normal and abnormal development of the individual (Maslow, 1954; Allport, 2015; Rogers, 2013). A number of studies reveal the problem of secondary school activities for the prevention of deviant behavior among adolescents (Kandugasheva, 2015; Dubinko, 2016).

A number of complementary theoretical research methods were used to solve the formulated problems: analysis (theoretical and methodological, conceptual and terminological), comparison, interpretation, theoretical modeling, generalization of domestic and foreign educational and social experience.

The Concept of Deviant Behavior and its Causes

The problems of deviant behavior among adolescents and young people are extremely important in the world. Of particular concern is the spread of social deviance among adolescents, who are the most unprotected from the social point of view and psychologically vulnerable members of society.

A dictionary of psychology defines deviant behavior as a system of actions or individual actions that depart from socially acceptable legal and ethical standards (Colman, 2014). In general, in the psychological sciences, deviant behavior is usually referred to a set of actions or individual actions that violate social and psychological, moral norms, rules and principles adopted in the society; behavior that causes psychological, physical, social and moral damage to both the individual and the society as a whole and leads the violator (deviant) to isolation, treatment, correction or punishment (Hundert, 2011).

A.K. Cohen (1965, 1959) defines deviant behavior as a behavior that departs from the institutionalized expectations, i.e. expectations which are shared and recognized as legal in the social system.

According to R. Merton (2008), deviant behavior, which does not comply with generally accepted standards in the society, arises as a result of the gap between cultural objectives and socially approved achievement means.

According to M. Clinard & R. Meier (2011), deviant behavior is the commission by a person or a group of people of social actions that deviate from the dominant socio-cultural expectations and norms, generally accepted rules of social roles fulfillment, causing damage to a particular person and the interests of the society, condemned by public opinion and involving social responsibility.

V.D. Mendelevich (2015) emphasizes that deviation is the boundary between normality and pathology, an extreme variant of the norm, which is why deviance cannot be determined without relying on the knowledge of norms (The Federal State Statistics Service of the Russian Federation, 2016).

Currently, sociologists have established that deviant behavior among young people is more common than in other age groups for several reasons. One of

them is social immaturity and physiological features of the developing body. Many young people often do not meet the requirements that are applied to them by the society; they are not ready to perform certain social roles to the expected extent. In turn, they consider that they do not receive what they are entitled to from the society.

Of all child-experienced periods of crisis, the most difficult is the crisis of adolescence. During this period, there are serious changes in the child's body, psyche and the nature of his/her relationship with the surrounding world. The forms of deviant behavior are different. For example, suicide, alcohol abuse, drug use, stubborn refusal to be treated, driving under the influence of alcohol, self-torture, conscious participation in fights and others.

The major scourges of modern society are teenage alcoholism, drug addiction, child prostitution and pregnancy. In the Russian Federation, the number of adolescents aged 12-16 years, who are registered in health care institutions with a diagnosis of "alcoholism and alcoholic psychosis" in 2013 amounted to 921 thousand, in 2014 - 758 thousand, in 2015 - 611 thousand. The proportion of adolescents, who are placed under preventive supervision due to the harmful effects of alcohol, in 2013 amounted to 59.2 thousand, in 2014 - 56.4 thousand, in 2015 - 48.6 thousand (Dianov & Nikitina, 2015).

The situation is similar in other countries. For example, to date, more than 500 thousand children and adolescents in Germany suffer from alcoholism. At the same time, 80% of German adolescents consume alcohol with the permission and approval of their parents. In Canada and the United States, about 90% of 13-15 age group drink alcohol. For children, it is not difficult to get alcoholic drinks. Figure 1 shows the sources of alcohol among adolescents in the United States.

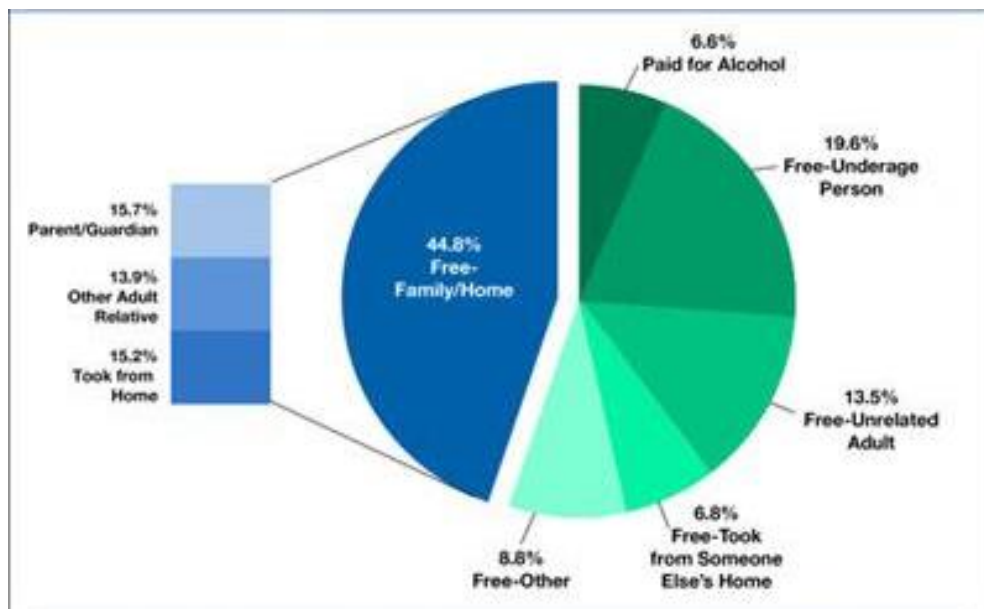


Figure 1. Children's alcoholism in the US (Underage Drinking in the USA in 2015)

As we can see, 44.8% of children and adolescents drink at home, of them 15.7% – with the approval of their parents/guardians, 15.2% - take alcohol from the home bar, and 13.5% - get alcohol from other adults.

In Kazakhstan, children first become acquainted with alcohol when they are under 10 years old: by accident, out of curiosity, or their parents give them alcoholic drinks for "appetite" or treatment. According to the official data of the Ministry of Healthcare and Social Development of the Republic of Kazakhstan, the number of children registered with alcohol abuse is increasing at a significant pace. For example, according to the department data, in Almaty from 2011 to 2015 the total number of such children increased from 196 to 2,195, in Astana during the same period - from 30 to 98. In general, this figure in the republic amounted to 578 children and adolescents in 2011 and 4,167 - in 2015 (National Report on the Drug Situation in the Republic of Kazakhstan in 2015, 2016, p. 34).

The problem of teen drug abuse is no less urgent. According to the Federal Service of State Statistics of the Russian Federation, in 2013, 334 thousand adolescents aged 13-17 years were registered with drug addiction, in 2014 - 238 thousand, and in 2015 - 183 thousand (Usanova, 2010).

In Kazakhstan, 3,147 drug-dependent children under 14 years old were recorded in 2015. According to the data obtained in the course of studying the prevalence of surfactant consumption and the involvement in non-chemical addiction among children and young people, conducted by the Republican scientific and practical center of medical and social problems of drug addiction in 2014, 15.8% of pupils aged 16 years consumed some drugs in the course of a lifetime (Child and adolescent drug addiction, 2014). As of July 1, 2016, in the Kyzylorda Region of Kazakhstan 924 teenage drug addicts were officially registered, in East Kazakhstan - 500, Aktobe – 395, South Kazakhstan - 214, North Kazakhstan - 265 and Atyrau - 211 (Child and adolescent drug addiction. Analytical review for the first half, 2016).

In the US in 2014, Archives of General Psychiatry, an authoritative medical journal, when conducting a survey of more than 10,000 adolescents aged 12 to 16 years, found out that 78% of adolescents used drugs, of which 47% - more than twelve times. 87% of young people had the possibility to take drugs. The average age of adolescents addicted to drugs in the US is 12.5 years (Kumpfer & Frank, 2014). The absolute leader in the world of American "children drugs" is marijuana. Over the past three years the number of 6-12-year-olds who have tried it increased by 300%. The reason is, first of all, the increased popularity of medical cannabis, already legalized in 20 states and the District of Columbia.

In Russia, 62.1% of suicides and 72.2% of murders committed by juveniles are connected with alcohol abuse. Statistic shows that Russia has the highest number of child and adolescent suicide - more than 32 cases per 100 thousand children (Figure 2).

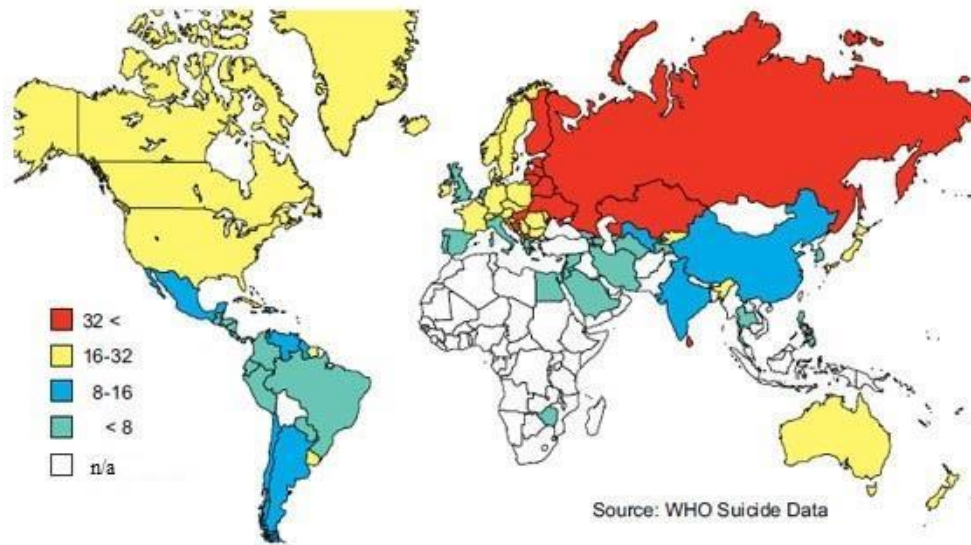


Figure 2. The number of suicides per 100 thousand children and adolescents (Age-standardized suicide rates, 2015)

In Kazakhstan, the level of child suicides is also unprecedentedly high. The rate of mortality from suicide among children aged 10-14 years is 23% of total mortality for this reason, and the suicide mortality rate at the age of 15-19 is 92% of the total rate. Thus, according to the Committee for Legal Statistics of the Republic of Kazakhstan, 1,126 young people in Kazakhstan committed suicide in 2015. In 2014, 189 cases of suicide among children and adolescents were registered, in 2013 - 250 cases (Mendelevich, 2015). The UNICEF report for 2013-2014 states that Kazakhstan for several years has been included in the group of countries in which suicide is a major cause of mortality among adolescents and young people (UNICEF Annual Report, 2014). Moreover, among children and adolescents, who voluntarily passed from this life, 25% belong to the group on antisocial behavior, 5% - to the risk group on suicidal behavior (The Committee for Legal Statistics of the Republic of Kazakhstan, 2016).

The Federal State Statistics Service of the Russian Federation presented the following figures: in 2012 the number of crimes committed by juveniles or with their participation involved 79.3 thousand people, in 2013 - 72.9 thousand, in 2014 - 68.4 thousand, in 2015 - 49.3 thousand (Sayenko, 2013).

In the US, 65% of adolescents were called to the police for all kinds of anti-social conduct, 40% were given to the police under the influence of intoxicants, 25% are registered in the inspection of juvenile affairs, and 40% regularly run away from home and live as a tramp.

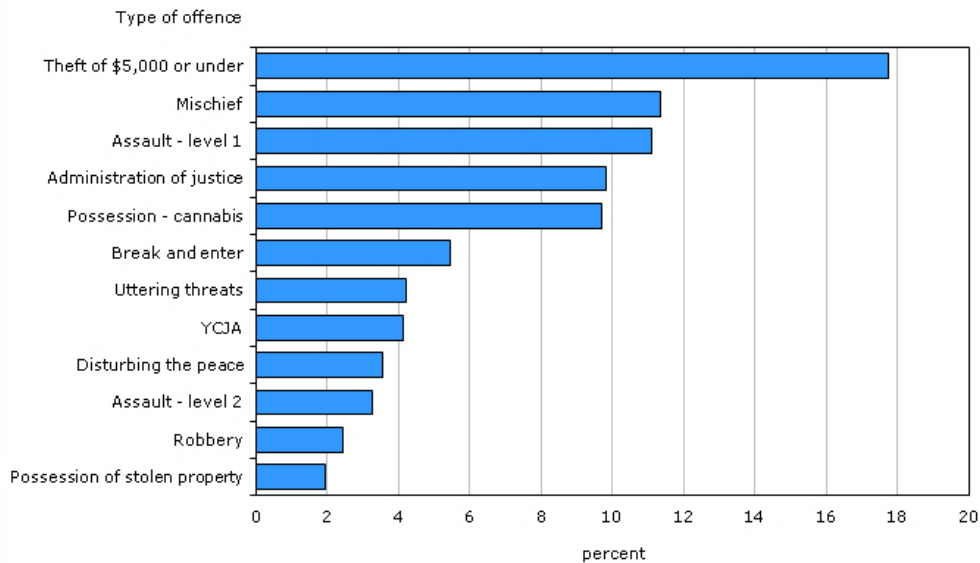


Figure 3. The number of crimes committed by Canadian juveniles in 2015 (Youth Crime in Canada, 2015)

Such a factor as adolescent (child) prostitution, characterized by sexual intercourse of underage persons for payment, is gaining pace due to the fall of ethical and moral values, the spread of pornography. Adolescent prostitution has its own characteristics: unawareness of one's own actions, receipt of payment by narcotic and alcoholic substances, selling of the body anywhere on the request of the buyer, intimidation, blackmail, violence for prostitution.

In 2010, in St. Petersburg, police officers found a "guide", distributed among tourists from Finland and Sweden, which contained the addresses and "prices" of services of young prostitutes aged from 8 to 12 years. Also in Yekaterinburg in 2013, the police detained more than 1,300 underage girls involved in prostitution, half of whom were less than 12 years old. This problem also concerns Ukraine and Belarus, where street adolescent prostitution becomes professional. In Latvia, about 15% of prostitutes are persons aged between 8 and 18 years.

According to the International Organization for Migration in Kyrgyzstan, over 4,000 girls are sent away to various countries each year to provide sex services, and approximately 10% of them are underage persons (Human Trafficking & Modern-day Slavery in Kyrgyzstan, 2016). A similar problem was voiced by the officials of Tajikistan and Uzbekistan.

Alcohol and drug use, early sexual initiation also lead to an increase in cases of child and teenage pregnancy.

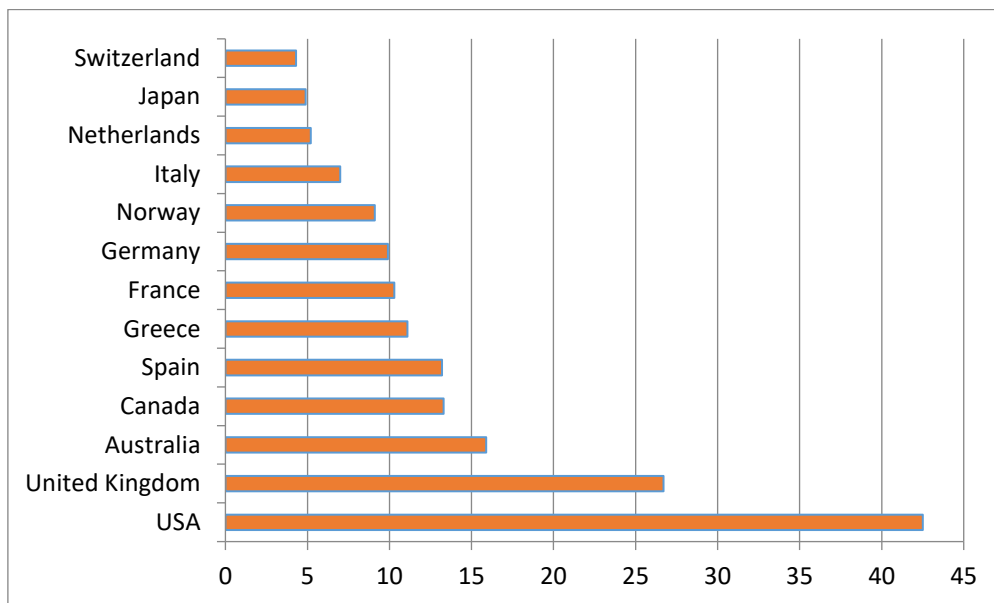


Figure 4. The number of teenage pregnancies per 1,000 girls aged 12-17 years (Young People and Family Planning: Teenage Pregnancy, 2015)

Therefore, currently, it is urgent to find effective ways for the correction of deviant behavior.

Methods of the Correction of Deviant Behavior among Adolescents: a Global Perspective

If we generalize the ideas about the psychological adjustment of the individual available in the psychological and pedagogical literature, we will get the following definition of correction – it is a system of measures aimed at correcting human behavior with the use of special means of psychological influence (Correia, 2010).

In relation to the correction of deviant behavior, two approaches can be distinguished – sociological and psychological. According to the first, the correction of a person's behavior is carried out with the help of social norms and values produced by the society in the process of communication and cooperation between people. Thus, the society exercises social control over the individual, which should ideally be developed into self-control.

It should be noted that the United States and Western Europe, particularly the UK and Germany, have accumulated considerable practical experience of social and correctional work with deviant adolescents. At the highest, state, level, working with deviant adolescents provides for the adoption of laws and regulations aimed at the development and implementation of state programs for the socialization of the individual and his/her adaptation to the modern society. At the level of individual states, counties or lands, special social centers also develop specific preventive and resocialisational technologies. For example, in all the counties of the UK a social care service “Guidance” was created, which provides adolescents with all the necessary assistance. This service carries out the organizational and integrating activity of education, healthcare and social

welfare authorities, religious organizations with the obligatory involvement of parents.

In the Netherlands, several state programs have been developed for social work with deviant adolescents. The *Thuislozen Team* project, which has been implemented since 1992, aims at working with homeless children and adolescents. At the same time, specialists of this service do not use violent methods to attract homeless adolescents. Those adolescents, who want to change their lives, come to the *Thuislozen Team* on their own.

In the context of the *Yoorkoming Thuisloosheid* project, work is being done on the prevention of conflicts between the pupils of Dutch boarding schools and escapes from them. Specialists of the *Halt* project work with adolescents who have committed petty theft or vandalism. An adolescent who has committed an offense is offered to compensate the material or moral damage through his/her own labor. In case of refusal, his/her case is transferred to the local law enforcement agencies. However, due to the fact that conviction in the Netherlands prevents young people from going to college and getting a good job, most deviant adolescents agree on public works as part of this project. The project of *Stichting psychologisch pedagogisch instituut* is designed to help pupils who have or are going to drop out of school due to certain circumstances (teenage alcoholism, a high level of aggressiveness, academic underachievement, etc.). The *Nieuwe Perspectieven* project provides the assistance to Dutch adolescents who have received a suspended sentence.

Statistics show that 76% of deviant adolescents are successfully rehabilitated in the Netherlands. It should be emphasized that social workers are the key figures of all projects. Their immediate tasks are to establish a trusting relationship with clients, to study thoroughly the situation and the personal characteristics of an adolescent, to draw up a specific work plan, to establish and coordinate contacts with employees of various institutions. Social workers in the Netherlands are simultaneously working with a small number of children and adolescents, which makes the work target-focused. Adolescents with behavioral problems have an opportunity to contact a social worker at any time of the day. In addition to social workers directly involved in these projects, there are other categories of social workers, who are engaged in the rehabilitation of troubled children. In particular, these are district social workers, acting in the community and homes, social workers, serving in the medical and educational institutions, local government social services. This allows Dutch specialists to work with adolescents every day at the place of their residence and school.

In the US, there are also different models of the activity of social workers in the support system: tutor (individual, group, class), adviser, counsellor, remedial teacher, child protection coordinator (Child Protection in Emergencies, 2010, p. 5]. As pointed out by S. Anderson (2012), this area of social and educational assistance has been treated as a separate specialty in social work, which focuses on the successful adaptation of deviant children to school, the coordination of family and community activities and the impact on them to achieve the goal (Allport, 2015).

In the context of the psychological approach along with the study of the very phenomena of deviant behavior, models, principles, forms and methods of correction are being developed.

Currently, the models of the integrated effect on the individual, including the interaction between experts in various fields, is becoming increasingly important. This makes it possible to put into practice an individual approach to the problem of adolescent deviation and to develop the best method of correction in each case.

For example, a model of the comprehensive assistance to children, offered by O.N. Usanova (2010), identifies three main areas of activity: clinical (neurologist, psychiatrist, pediatrician); psychological (psychologist); pedagogical (teachers, educators).

A comprehensive study of the child and the expert's opinion on the state of health, mental development and the level of his/her adaptation helps to create an individual remedial program, the main steps of which include: the formulation of a social and educational problem, the advancement of hypotheses about the causes of deviant behavior, diagnostics, the choice of methods and techniques of diagnostic work, the development of the remedial program, the implementation of the program, control over its progress and effectiveness.

Implementing the systematic approach, the essence of which is to carry out the interconnected targeted measures for working with deviant adolescents, E.V. Sayenko (2015) offers a model of correction provided by four interrelated and subordinate subsystems. These include: a) collection and analysis of psychological information; b) diagnosis; c) preventive measures; g) corrective activity.

This model can also be viewed from the perspective of successive stages of the remedial work, which is carried out with deviant adolescents and includes the collection of comprehensive information about the personality of the adolescent and an objective comprehensive diagnosis of the various manifestations of deviance. This contributes to further preventive action on the issue or the choice for adequate means of the psycho-correctional work (Shibutani, 2010).

One of the most effective and adequate forms of the psychological effect on deviant adolescents, carried out by taking into account the content of all of the above areas of the individual in practice, is behavioral correction. Compared with other approaches to correction, the behavioral approach has several advantages. It is characterized by conceptual clarity and the relative simplicity of methods. It is directly aimed at behavioral changes and has a pronounced practical character.

The implementation of psycho-correctional programs is based on a number of fundamental principles:

1. The principle of the unity of diagnosis and correction as the integrity of the process of psychological assistance. The effective remedial work can be built only on the basis of a preliminary thorough psychological examination.
2. The principle of normative development. The main concepts here are "age norm", "individual norm".
3. The principle of the systematic development of the mental activity. This principle sets the need to take into account the preventive and developmental tasks in the remedial work.
4. The pragmatist principle of correction, according to which the remedial work should be directed at the targeted formation of generalized methods of

orientation of the adolescent in the various fields of activity, interpersonal interactions and a social situation of development.

V.P. Kashchenko (2012) identifies four groups of methods aimed at correcting the deviant behavior of the individual:

- The first group consists of such methods of destruction of the negative character type as a method of "explosion" and a method of reconstruction of the character;

- The second group includes the methods of restructuring the motivational sphere and self-consciousness. In particular, a) the objective rethinking of one's own advantages and disadvantages; b) the reorientation of self-consciousness; c) reassurance; g) the prediction of the negative behavior;

- The third group includes the methods of experience restructuring. These are a) prescription; b) restriction; c) retraining; d) switching; e) lifestyle regulation;

- The fourth group consists of the methods of promoting the positive behavior and preventing the negative behavior: a) promotion and punishment; b) competition; c) positive prospect (Kashchenko, 2012).

However, in their activities, teachers, social workers or psychologists can and should use a different combination of methods of correcting the deviant behavior of children and adolescents.

Summing up the results of the analysis of the methods of correcting the deviant behavior of adolescents in different countries, we should note the following. The leading trends in the development of the socio-pedagogical prevention of adolescent deviance in the US and Western Europe are as follows: focus on the preventive and rehabilitation measures in relation to adolescents without isolating them from the usual social and cultural environment; stimulation of the civic activity in this area; involvement of more participants and funds. In Russia, the emphasis is made on the training of specialists, majoring in the practical work with deviant children and adolescents; psychologization of the educational and preventive activity; recognition of the role of the medical and psychological assistance in the correction and rehabilitation of deviant behavior among adolescents.

Psychological and Pedagogical Conditions for the Prevention of Deviant Behavior among Adolescents

The research on the deviant behavior of children and adolescents is being conducted not only in the search for the effective ways of correctional impact, but also in the direction of the search for the factors that prevent such behavior.

Commenting on this area of the research, N.A. Dubinko (2016) notes that up until the beginning of the XX century, the attention of the researchers has been paid mainly to clarifying the reasons for deviations, rather than to searching for the means to prevent them.

An insufficient study of the problems related to the mechanisms of the prevention of deviant behavior, the unceasing urgency of these problems and the inability to solve them within the framework of the traditional research has led to the fact that over the past 20-25 years foreign psychologists have developed studies aimed at finding the variables and factors that improve, change, modify

the response of the individual to the adverse effects of the environment, persuading him/her to the maladaptive outcome.

Foreign researchers, as well as domestic scholars, perceive the prevention of juvenile delinquency in the active influence on adolescents' behavior, lifestyle, way of thinking, etc. For example, the basis for the prevention of deviant behavior among adolescents, in accordance with the B.P. Buunk's (1990) theory of affiliation, is pedagogical actions to reduce the level of adolescents' anxiety, to provide social support (emotional, appraisal, informational, instrumental), to decrease the degree of adolescents' loneliness, including despair, depression, boredom, the feeling of unattractiveness, stupidity and the constant feeling of danger. This theory is based on the desire to seek the company of others, regardless of feelings for them. B.P. Buunk (1990) draws upon the leading activity of adolescents - communication, and defines its motives, dividing them into the following groups: the motive of social comparison associated with the state of adolescents' insecurity; the motive of anxiety reduction; the motive of information retrieval (Buunk, 1990).

Focusing on the role of symbolic simulation in the formation and spread of the new forms of behavior and social relations of adolescents, A. Bandura & F.L. Menlove (1968) suggest that children tend to imitate what they see and hear, because their behavior is based on the behavior of other people. In their actions they unwittingly and unconsciously reproduce both positive and negative behavior models. The authors believe that deviation is the result of the abuse of punishment by parents and the ill-treatment of children. In the process of interaction with the environment, children are considering various options of actions, which are either used in the future or rejected (Anderson, 2012). Consequently, the greatest responsibility for the prevention and control of adolescent deviant behavior lies with the family.

The establishment of trusting relationships in the family, an increase of the educational potential of parents and their cultural and educational level, knowledge of the characteristics of psychology and physiology of the adolescent in the period of pubertal development, as well as fears and concerns of the child is an indispensable condition for the prevention of deviant behavior at the family level.

According to the marginality theory of T. Shibutani (2010), based on the requirements of the reference group, the adolescent is faced with several reference groups having different, often conflicting requirements. Frequently, marginal groups form their community and follow its values. The marginal status is a potential source of neurotic symptoms and depression and in severe cases can lead to addiction. A positive outcome of the marginal situation for the individual is a highly creative activity. This theory makes it possible to determine the conditions under which adolescents are subject to conventional rules on the basis of group solidarity and thus to prevent possible deviant behavior.

Moreover, the focus of domestic and foreign studies are the resources of the individual, protective factors, resilience and vitality, i.e. the factors and mechanisms that have a positive impact on the welfare of the adolescent, regardless of the severity of his/her deviant behavior. The impact of these factors can not only reduce the development of deviations of the adolescent, but also protect him/her from the formation of such personal characteristics that would

lead to deviant behavior. These factors can be considered in three different areas: individual; family and non-family factors.

Individual factors include the internal locus of control, a high IQ, a positive self-esteem, learning and social competence, competence in business. Family factors are characterized by good relationships between parents and the child, or at least between one of the parents towards the child. Non-family factors include the external support systems, the presence of friendly relations or the presence of favorable opportunities. These factors, as seen by D. Connor (2012), partially protect adolescents from the maladaptive outcomes of development, especially in high-risk environments, or contribute to the de-actualization of deviation in adolescents.

In addition, experts advise shifting the focus of preventive action to the improvement of the quality of training and education of the younger generation (Kandugasheva, 2015). At the same time, particular importance should be given to the activities aimed at developing the sense of identity with the school and the community in children and adolescents. For example, in the US and the UK, the programs of school and police co-operation are very popular (Danforth & Smith, 2015). In the UK, psychological centers, developing practical guidelines for parents and teachers to optimize the educational and training process in the family and in schools and delivering the necessary psychological, social and medical assistance to deviant adolescents at the place of residence, have become widespread.

For preventive practices in the CIS countries, of particular interest can be the activity of leisure centers, year-round and seasonal camps for study and work, the development and implementation of various programs, aimed at assisting in the choice of profession, professional improvement, the development of skills and abilities required to solve life problems. For such countries as Kazakhstan, Russia, Belarus, Ukraine and others, an important role will be given to the development of new educational approaches and the improvement of the existing ones in kindergartens and schools. This is because the majority of teachers and educators are guided by the methods that were relevant in the times of the Soviet Union, but now are obsolete and have partially lost their effectiveness. First of all, the focus should be placed on the interaction between educational institutions and parents (guardians), as far as the personnel of scientific institutions by virtue of their experience and knowledge can determine the primary signs of possible deviations, and the family, knowing of possible threats, can most effectively prevent them, because it has the greatest impact on children and adolescents.

In general, the main preventative measures of deviant behavior currently are as follows:

- Provision of the reliable psychological protection of children and adolescents;
- Formation of socially valuable traditions among adolescents, which could displace criminal and addictive actions;
- Support of youth organizations with positive goals and prohibition of the activity of anti-social groups;
- Adoption of the youth policy that meets modern requirements;
- Support of the institution of the family, struggling with orphanacy;

- Promotion of the development of social work and its modernization;
- Active work with “difficult families”;
- Provision of equal opportunities in education;
- Provision of information for prospective parents about education, the improvement of the level of social responsibility and literacy of the population;
- An increase in the role of the family and the school in the society;
- Improvement of the laws to protect children’s rights and creation of organizations aimed at helping children and adolescents.

Moreover, a key role in the prevention of deviant behavior among adolescents is played by the family. It is obvious that the negative relationship between parents and children is a catalyst for further problems, that is why a special role should be given to the role of the family and education, which is one of the most complex and priority tasks for any state.

In conclusion, it should be noted that the analysis conducted helps to determine that science is now trying to cover the problem of adolescent deviant behavior from all the perspectives, developing a comprehensive system of preventive effects with the involvement of experts in various fields and exploring the system of the factors that lead to the de-actualization of deviant behavior among children and adolescents.

Conclusions

The prevention of deviant behavior among adolescents requires the timely development and application of special measures of a preventive nature, which can not only deter but also prevent a difficult situation by involving the whole system of preventive measures in these activities and searching for solutions at the legal, social, medical, psychological and pedagogical levels.

Underage persons is a special socio-psychological category. The purpose of their education is the formation of the personality of the adolescent as a citizen with a strong sense of justice and legal culture. At the same time, it is necessary to form a system of values in which socially significant objectives prevail, and in the case of distortion of this system, there is a need for assistance in its correction. However, the achievement of the goal is impossible without the targeted effect of the social and cultural environment. Therefore, the methods of psychological and pedagogical correction involve primarily the socialization of adolescents, requiring the involvement of underage persons in family livelihoods, class and school groups, social activities. Along with this, it is necessary to displace the negative traits of the personality and to change its structure, as well as to level the impact of the negative factors of the social environment. It should also be noted that the prevention of deviant behavior is carried out in close connection with the social protection of underage persons, i.e. to achieve the effective result there should be specialized agencies, which study the problems of juvenile delinquency and addictiveness and correct the remedial work.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

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