

## Peculiarities of Students of Pedagogical Specialties Training in Preventive Work with Juveniles Delinquents

Maxim R. Moskalenko<sup>a</sup>, Evgenij M. Dorozhkin<sup>a</sup>, Maria V. Ozhiganova<sup>a</sup>,  
Yana A. Murzinova<sup>a</sup> and Daria O. Syssa<sup>a</sup>

<sup>a</sup>Russian State Vocational Pedagogical University, Ekaterinburg, RUSSIA

### ABSTRACT

The relevance of the problem under investigation is due to the high significance of preventive work with juvenile delinquents to society. The article aims to study the problems arising while developing students' competencies in professional activities for the prevention of the infringing behavior of juvenile delinquents, as well as the identification of specific historical and socio-cultural conditioning of the criminalization of youth environment. The leading method to the study of this problem is the analysis and synthesis of experience in teaching students of pedagogical specialties skills for crime prevention and the illegal behavior of juveniles; this method allows us to identify ways to enhance students' learning qualities for this kind of activity. Research results: the methodological approaches for teaching students the skills of preventive work with juveniles delinquencies were developed; the analysis of socio-cultural causes of juvenile delinquency and their effect on the prevention work was carried out; recommendations to improve the effectiveness of pedagogical preventive work with juvenile offenders and specification of features and methods of teaching this kind of activity were formulated. The article can be useful for the practical work of teachers, social workers, law enforcement officers and all those who, one way or another connected with the work on the prevention of crime and the illegal behavior of underage.

### KEYWORDS

Juvenile delinquency prevention, prevention of juvenile crime, social pedagogy

### ARTICLE HISTORY

Received 19 March 2016  
Revised 02 May 2016  
Accepted 04 May 2016

## Introduction

In bachelors and masters of pedagogical specialties training one of the most important competencies, which they must master is the ability to conduct comprehensive efforts to prevent crime and illegal behavior of underage children. Formation of the competence, or rather group of competences is particularly difficult because it requires from the teacher both good social skills,

**CORRESPONDENCE** Maxim R. Moskalenko ✉max.rus.76@mail.ru

© 2016 Moskalenko et al. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

especially when dealing with so-called "difficult" teenagers, the ability to provide educational impact on them and conduct correctional work, and a good knowledge of the legislation and its practical application (Mokeyeva, Zakirova & Masalimova, 2015; Kamalova & Zakirova, 2015; Ozhiganova, Moskalenko & Bolgova, 2016). Essential knowledge, skills and performance in this area are developed in student in the study of the whole complex of pedagogical sciences, legal, social and psychological profile.

Unfortunately, at the present time in Russia there is no precise and clear understanding of the methods of pedagogical and legal work with juveniles who commit socially dangerous acts and have an antisocial way of life (Vetoshkin, 2010). At the same time, compared with the times of the Soviet Union, juvenile delinquency increased significantly, which has become quite a serious social problem, and the prevention of crime and unlawful behavior has become one of the most urgent problems of the society, public authorities, education and training system. Thus, according to the report of the European Regional Office of the World Health Organization "On the prevention of violence and crime associated with cold weapon, among adolescents and young people" in 2011, Russia took 1st place in Europe in the number of murders committed by minors (Varigin & Grigoryan, 2011).

Students should be given a systemic vision of the reasons for such a high level of juvenile delinquency.

There is a fairly large number of studies on various aspects of preventive work with offenders and imperfect training of students of pedagogical specialties to this type of activity. They reflect either some particular aspect of training: socio-psychological, legal and regulatory (Dorozhkin, Zaitseva, & Tatarskikh, 2016; Lebedev, 2013; Ivanova, 2013; Mayurov & Lysenko, 2016; Zakirova, Masalimova & Nikoghosyan, 2016) or prepared for students of legal specialties (Kuripchenko, 2016; Meshcheryakova & Mishina 2013; Parfilova, Karimova & Kasimova, 2015). It is worth to note that Z.R. Tanaeva (2010) in her fundamental research developed the concept of vocational training management of future lawyers for preventive work with juvenile delinquents. A number of authors proposed a new conceptual provisions of future teachers training for work on the prevention of the infringing behaviour of juveniles (Andreev, 1997; Kokoeva, 2003; Magometov, 2013; Mikheev, 2000; Pyatunin, 2015; Vorobyeva & Kruzhkova, 2015; Khairutdinova, 2015). The work of N.G. Milovanova (2009), which gives a fairly detailed description of the impact of the systemic crisis of Russian society on juvenile delinquency, is of great interest.

These works insufficiently developed such problematic issues as:

- specifics of the legal knowledge of juveniles in Russia, which were significantly ahead of their moral maturity; and the development of legal culture of students often leads to the opposite effect - increased rates of coercion schoolchildren on teachers; this indicates serious systemic shortcomings of the concept of legal education;

- contradictions between the traditional moral and ethical value-standards, and consumer, hedonistic attitudes of behavior that are introduced from the outside under the influence of modernization and Westernization processes do not have time to adapt to the Russian socio-cultural environment, and have a negative impact on the formation of values and worldview of juveniles, disorienting them and forming propensity to the illegal behavior;

– the practical application of mediation and remediation technologies in preventive work with juveniles in conflict situations;

– the problem of an individual approach to teaching students preventive work with juveniles depending on their professional and social experience.

The scientific novelty, theoretical and practical significance of this work is to study these issues.

Great attention in the foreign educational thought is given to the training of students of pedagogical specialties in preventive work with juveniles, the practical implementation of corrective behavior of programs, etc. In developed countries, there is a focus on the practical implementation of child's rights and cooperation with the juvenile justice system to implement them in order to create more favorable conditions for the education and socialization of under age children. This experience is of great interest for the training of pedagogical specialties students, but its use on Russian grounds requires serious adaptation to Russian specifics.

## **Methodological Framework**

### ***Research methods***

The basis of the study is the following principles and methods:

1. Revealing, analysis and generalization of pedagogical experience of teaching students of pedagogical specialties knowledge, skills and possessions on Crime Prevention and the illegal behavior of under age children.

2. Teaching analysis of situations and facts affecting the criminalization of under age children and illegal behavior.

3. Comparative pedagogical method; analysis and evaluation of methods and forms of students training in pedagogical preventive work with juveniles and their families.

4. Historicism, which allows to identify certain historical conditioning of crime and wrongful behavior of under age children in modern Russia, to study the historical experience of preventive work.

5. Systemacity, allowing to identify the key issues and problems that occur when training students to work on the prevention of wrongful behavior of under age children. This principle enables the system to identify the most diverse factors (social, cultural, educational and other aspects), contributing to the criminalization of youth environment, and to offer, based on this, measures to improve the system of preventive work with children.

### ***Experimental base of the research***

Experimental base of research includes: a comprehensive analysis of the causes of crime and the illegal behavior of under age children, and in particular their impact on the socio-cultural factors; study of the experience of pedagogical and psycho-social work with juveniles and their parents on crime prevention, taking into account the specificity of Russian conditions; identification of students of pedagogical specialties teaching methods according to skills; analysis of existing concepts of teaching and authors experience. The study examines the statistics of juvenile delinquency prevention system analyzes the teaching

experience of the authors work on teaching students knowledge, skills and acquirement in the prevention of juvenile delinquency.

### **Stages of research**

The study was conducted in three stages:

1. Comprehensive analysis of the causes of crime and the criminal behavior of under age children, peculiarities of the socio-cultural influence on the criminalization of youth environment.
2. Identifying the most effective methods of complex preventive work with juveniles inclined to criminal behavior and their parents.
3. The study of methods and techniques of training pedagogical specialty students in techniques and skills to work with juvenile delinquents.

### **Results**

Students, who somehow plan to dedicate their future professional activity to pedagogy, work in law enforcement, and in general with the activities of the Crime Prevention and criminal behavior of underage, it should be noted that in the developing motivation for crimes committed by underage, a significant role is given to the following criminogenic circumstances (Baskakov & Daniel, 2014):

1. Influence of family and immediate circle of the child; often teenagers who commit illegal and criminal acts, live in the so-called "dysfunctional" families.
2. Low family income and absence of possibility for parents to provide the minimum necessary needs for children in a crisis situation. Against the background of the cult of luxury, promoted by the modern media, and the orientation of the majority of Russians on the level of consumption to the standards of the middle class in developed countries, it causes the mood of hopelessness, social envy and bitterness, and in the absence of social assistance these circumstances form the motivation of crimes - theft, vandalism, violation of public order, as well as various forms of extremism.
3. Influence of the nearest environment of a child - in the yard and at school by peers or adults; now such factor as the influence of social Internet networks is added to these, which is difficult to control.
4. Incitement by adult criminals.
5. Long-term unemployment of juveniles who have left school. Their pauperization and marginalization brings such consequences as: anger and aggressiveness, lack of positive life goals, challenging behavior, etc. This can be realized in situational crime or facilitate the involvement in a criminal group, and creates fertile ground for extremism in the youth environment.

It should be noted that work on the prevention of crime and the criminal behavior of juveniles in Russia is seriously hampered by a number of factors:

1. Socio-cultural impact of the criminal world on the value-semantic orientations of young people (Kuleshova, 2009), the low level of common culture of the majority of the population, a high degree of aggressiveness and negativity in the media and information flows.
2. The high degree of social stratification in Russian society and each other distrust of different social groups; lumpenization and pauperization of large parts of the population, and the prevalence of negative reality estimation

(largely because of the comparison with the standard of living of the reference group, which is often the middle class in developed countries).

3. Too low level of efficiency of the system of prevention activity of the infringing behavior of juveniles, the predominance of the formal approach to the educational and preventive work, imperfection of the legislation and its practical application; lack of experience and breadth of application of mediation and restorative approach in the prevention of illegal behavior of under aged children.

4. Large scale of hidden child neglect due to the fact that the majority of Russians are working overtime up to 3-4 hours over entitled by the rules on a daily basis, and this often leads to an increased neuro-psychic overload, emotional fatigue and lack of time to communicate with the children in the family.

5. Teaching staff that deals with the prevention of the illegal behavior of underage children, is overloaded and is often have to take the extra load and part time job because of low wages. They often do not have time for an individual approach to pupils.

When teaching students focus should be made on the assimilation of knowledge, abilities and possessions in the following aspects of work with juvenile offenders:

1. Social prevention are measures aimed at protecting the rights and interests of under aged children in the major spheres of life. Students should be given sufficiently clear framework of agencies activity, involved in the prevention of juvenile delinquency, and explain the legal mechanisms of preventive and educational work. A set of standard tasks is possible: questions on knowledge of theoretical material and practical tasks in the knowledge of the legislative framework and features of student psychology and preventive work with them.

2. Legal education is the development of students' legal and civic culture, acquaintance with the basics of Russian legislation, rights and responsibilities.

3. Criminological Prevention are measures aimed at weakening and neutralization of the causes and conditions of crime. In broad terms, this includes social and psychological work with "difficult" teenagers and their families, and the solution of problems on the organization of leisure of youth, etc.

4. Victimological prevention (Ivanova, 2013) are measures aimed at creating a secure life of under aged children, reducing the risk of becoming a victim of crime and the weakening victimogenic environment. In this particular situation, a fairly delicate psycho correction work is required as psychological scenario of the "victim" and "aggressor" are developing in the process of education and are the result of the interaction of a number of factors. A lot depends on the educational work and competent pedagogical influence.

During the classes students need a combination of active and interactive forms of studies using various assessment tools. Among very effective methods are:

- role playing and business games, including joint work groups of students and a teacher to address any legal or educational objectives, creating a video game simulation of the most common problem situations;

- project method, which assumes that students work on gradually becoming more difficult practical tasks - projects;
- brainstorming is a method of creative problem solving, in which as many options for solutions as possible are expressed; this method can be used for different legal and pedagogical situations that arise in the course of preventive work with juvenile delinquents;
- round Table is expressing by learners their own point of view (and its detailed argumentation) for the most common controversial pedagogical and legal situations in the activities for the prevention of the illegal behavior of under age children;
- colloquium is a training session in the form of an interview of the teacher with the students that can transfer into the discussion.

The traditional forms of tasks, such as abstract, reports, tests, as well as the development by students gaming scenarios, and, of course, the methodological development of the social studies lessons, class gathering are effective.

In any of the taught legal disciplines input, current and interim control is essential. As for the practical training of future teachers, practice (direct interaction with juvenile delinquents) dispersed throughout the school year would be very effective.

## Discussions

When teaching students methods of preventive work with juvenile delinquents it is possible to identify a number of problematic issues for discussion:

*The first group* of problems is related to the fact that the development of legal culture of the under age children is significantly ahead of their moral maturity.

On the one hand, one of the objectives of education is the overall development of the legal and civil culture of students. Accordingly, this implies mastering of technologies and methods of teaching under age children in the field of law, ensuring and realization of their rights by university graduates of pedagogical specialties (primarily, the future teachers of social science). The development of legal literacy of students is now at priority positions in many educational programs.

On the other hand, the modern secondary school (university is to a lesser extent) in Russia was faced with a problem when students use knowledge of their rights to put pressure on teachers. It should be mentioned that at the moment effective legal mechanisms to protect teachers from the pressure and rudeness of students do not exist. Naturally, this situation affects the preventive work with juvenile delinquents most adversely.

*The second group of problems* is due to the social and cultural contradictions in society, which are quite painfully and adversely affect the development of values and worldview of underage children, disorienting them and forming inclination to illegal behavior. The processes of modernization and westernization leads to a contradiction between the traditional moral values and brought in from outside. Traditional moral values based on patriotism, ability to self-giving in the name of the team and the future generations, the cult of duty,

venerable tradition, asceticism and public service. These values are included in a growing conflict with so-called market or consumer mentality, which is based on the absolute priority of individualism, selfish morality, values of hedonism and luxury. In Russia, this contradiction is exacerbated by the fact that the values of the "market individual" are not grown in the socio-cultural field of our civilization, but introduced from outside, together with the development of "consumer society" and therefore go through a difficult adaptation process in the Russian cultural environment. In addition, the reforms of the 1990s., which led to a redistribution of property and enormous degree of social inequality, were held under the ideology of imposing values of "market identity" and mockery of traditional collectivist values.

Underage children are quite susceptible to data inconsistencies that hinder the construction of a coherent worldview with strong moral and ethical standards and make it quite vulnerable to the influence of the values of the criminal world and extremist propaganda. Now trends in consumer attitudes towards society, the formation of an ambitious position with claims to the society, including their failures occupy quite a prominent place among the behavioral attitudes and life orientations of senior school students. (Kuznetsov, 2015). This is aggravated by the phenomenon such as youth infantilism (Sabelnikova & Khmeleva, 2016).

*The third group of problems* is associated with underdevelopment of the use of regenerative technologies and mediation in preventive work with underage children, the dominance of the formal approach (often centered on punitive measures, and not on the development of corrective behavior programs).

*The fourth group of problems* is connected with individual approach to each child in educational preventive work, and the need for differentiation based on the criminalization of the offense and the personality of under age children. Based on the individual focus of personality, we can talk about a gradual transition from minor personality deformation elements to their stable system (which is built in 2-3 years). And most early detection of adolescents who commit their first delinquency, which do not constitute a danger to society, and timely adoption of the necessary preventive measures to a large extent allow to prevent the development of stable orientation in these individuals to commit any crimes in the future.

Therefore, it is necessary to determine the starting position for the differentiation and individualization of prevention and education, as well as work with the environment of the child. Depending on the degree of criminalization of an underage child a variety of methods and tools for impact and preventive work should be used.

## Conclusion

It is determined that:

**Firstly**, the methodology of teaching students preventive work with juvenile delinquents should be built with maximum consideration of the individual characteristics of students. Based on the personal experience of the authors, three types of students can be distinguished:

1. Students of distant and part-time studies form of education, the citizens of 30-40 years of age and older, as a rule, family, having both the experience of raising their children, and varying degree of work experience with juvenile



delinquents (educational system, law enforcement, social work, etc.). Students in this group as a rule tend to have certain skills and experience, and the theoretical knowledge, as well as conversance with the foreign experience in this field is relevant to them in first place. First of all, theoretical basis of material in an accessible form, expanding their scientific and pedagogical outlook is necessary for them.

2. 17-25 year students, either not having the experience of educational and preventive activities at all, or just beginning to acquire it (working as camp counselors in camps, educational institutions, etc.), and, as a rule, those who still do not have children or who have quite little children. Naturally, their work and communication experience with underage children is much smaller, and in addition to theoretical knowledge, they need a large number of case studies to address pedagogical tasks, to acquaint with all kinds of training videos and presentations, to contribute to the general pedagogical culture. Accordingly, they are given educational material on a different structure than the students included in the first group.

3. Students at specialties, which training areas do not involve working directly with underage children. This category of students will need the knowledge, skills and mastering the prevention of illegal behavior of underage children for the future in different situations. This category of students the necessary knowledge must be given as a trial order so that if necessary it could replenish it and apply in practice.

It is obvious that, in this classification, we are talking about the specifics of the assimilation of students of socio-psychological and pedagogical knowledge and skills. As for the legal knowledge, the requirements and approaches can be identical.

It is possible to use a differentiated approach to students, depending on the classification proposed above (which, of course, needs to be supplemented and specified) and, respectively, to vary the structure of the educational material.

*In the future* it will be possible, *firstly*, to improve the input control of knowledge in the form of tests and possibly an interview, in order to understand what kind of educational material (e.g., theoretical knowledge or developing practical skills) are required to each individual student. This will help to identify what knowledge, skills, are necessary to a student in order to achieve the required level of professionalism, i.e. to widely use an individual approach. And, *secondly*, to provide the student with the opportunity to choose to study in depth the various aspects of work with juvenile delinquents (legal juristic, socio-psychological, pedagogical, organizational, and others) depending on the learning objectives and professional interests.

**Secondly**, it is very important to develop different directions of educational work on the prevention of illegal behavior of students inside the university, to form high moral character, civil and legal culture, to prevent extremism and xenophobia among students. The development of propaedeutic work methods with students and teaching staff to teach knowledge, skills, possessions in the field of prevention of illegal behavior of juveniles, as well as discrimination and extremism on national, religious and political grounds.

In this regard it the experience of patriotic education, which in the Soviet period, has played a crucial role in the formation of moral qualities of students is



undervalued. Properly organized activities on patriotic education are able to unite underage children around socially important ideals, setting benchmarks in the positive development of personality. Therefore, future teachers training methods and technologies of patriotic education become an important aspect of preventive work with juvenile delinquents.

*Thirdly*, to improve the training of students of pedagogical specialties, as well as young professionals involved in preventive work with juvenile delinquents, we can also offer the following:

1. To conduct regular consultations of experts (legal practitioners, psychologists, social workers, law enforcement officers, etc), with extensive experience of preventive work with juveniles and their families; these consultations may be held in the form of group sessions and individually;
2. To organize trainings to teach conflict resolution in relationships of employees of educational institutions with students and their parents;
3. To conduct a workshop on exchange of experience, which would be attended by employees of educational institutions, specialists on juvenile educational and law enforcement officials, guardianship law enforcement officials and representatives of administration and non-governmental organizations, etc.

It is also advisable to create a training and experimental centers work closely with educational institutions and law enforcement authorities.

The contents of this article may be useful: in the practical work of teachers, social workers, law enforcement officers and all persons, who one way or another are connected with the work on the prevention of crime and illegal behavior of underage children; teaching staff of universities in which students of pedagogical specialties are trained to improve techniques and methods of their preparation, the quality of the educational process; in the activities of the guardianship authorities and other agencies, one way or another connected with the work with juvenile delinquents; in educational process in secondary school, in the classroom on the course "Social Studies", in educational work with students and their parents, in preventive work with juveniles, including delinquents; in the educational process in universities, in the classroom in the disciplines of law and teaching specialties, in the training of students of legal, educational and social professions; in practical legal and socio-pedagogical work with juveniles and their families;

In the course of the study the new questions and problems arose which need its solution. It is necessary to analyze the foreign experience of training of students of pedagogical specialties work on crime prevention and illegal behavior of underage children, to identify opportunities of its adaptation to the Russian socio-cultural environment. To specify the possibility of mediation and restorative approach in the prevention of crime and illegal behavior among underage children and training of students of pedagogical specialties in this skill. To identify prospective and priority directions of realization of the concept of mediation and restorative approach in the prevention of illegal behavior of different categories of delinquents (risk group, committed for the first time, recidivists etc.) and mastering these methods by students of pedagogical specialties.

### **Disclosure statement**

No potential conflict of interest was reported by the authors.

### Notes on contributors

**Maxim R. Moskalenko** is PhD of History, assistant professor of Russian State Vocational Pedagogic University, Ekaterinburg, Russia.

**Evgenij M. Dorozhkin** is PhD, Professor, Rector of Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

**Maria V. Ozhiganova** is PhD of Legal, assistant professor of Russian State Vocational Pedagogic University, Ekaterinburg, Russia.

**Yana A. Murzinova** is student of Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

**Daria O. Syssa** is student of Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

### References

- Andreev, S. I. (1997). *Theory and practice of teachers training to educational work with moral-abnormal teenagers* (Doctoral dissertation). Ekaterinburg: Ural State Academy of Physical Culture, 342 p.
- Baskakov, A. V. & Danilov, M.V. (2014). Characteristics of the main reasons to commit delinquency by underage children. *Young Scientist*, 20, 551-554.
- Dorozhkin, E. M., Zaitseva, E.V. & Tatarskikh, B.Y. (2016). Impact of Student Government Bodies on Students' Professional Development. *IEJME-Mathematics Education*, 11(7), 2666-2677.
- Ivanova, L. V. (2013). Victimological prevention in crime prevention system, committed against juveniles. *Russian investigator*, 22, 26-29.
- Kamalova, L.A., Zakirova, V.G. (2015) The formation of the pedagogical values of future primary school teachers at the University. *Review of European Studies*, 7 (5), 1-9.
- Khairutdinova, R.R. (2015) Features of the elementary school teacher training in the system of higher education in Russia at the present stage, *Review of European Studies*, 7(4), 77-82.
- Kokoeva, N. V. (2003). *Theory and practice of training future teachers to work with difficult teenagers*: PhD Thesis. Vladikavkaz: North Ossetian State University. Named after K.L. Khetagurova, 173 p.
- Kuleshova, S. N. (2009). *The criminalization of youth environment of the Russian society: sociocultural aspect*: PhD Thesis. Stavropol: Stavropol State University, 177 p.
- Kuripchenko, Yu. I. (2016). On the issue of the training of future employees of the Juvenile Division. *Topical issue of bachelor's and master's degrees in the conditions of level of education formation: collection of scientific articles*. Kurgan: Publishing Kurgan State University, 125-131.
- Kuznetsov, D. V. (2015). Psycho-pedagogical facilitation as a necessary condition for successful self-determination of senior pupils. *The Education and science journal*, 9, 120-133. DOI:10.17853/1994-5639-2015-9-120-133.
- Lebedev, A. V. (2013). Evaluation of neuropsychic status of adolescents who are registered in the inspection of the juvenile. *Legal Psychology*, 5, 84.
- Magometov, G. A. (2013). *Training of students of a pedagogical university to preventive work with "difficult" teenagers*: PhD Thesis. Makhachkala: Dagestan State Pedagogical University, Russia, 180 p.
- Mayurov, N. P. & Lysenko, N. N. (2016). Common approaches to dealing with deviant teenagers in social pedagogy. *Gaps in Russian legislation*, 1, 119-122.
- Meshcheryakova, E. I. & Mishina, N. N. (2013). On improvement of preventive activities of the Juvenile Division. *Bulletin of Voronezh Institute of Russian Ministry of Internal Affairs*, 1, 160-166.
- Mikheev, I. A. (2000). *Psycho-pedagogical principles of training of students professional competence in work with difficult teenagers*: PhD Abstract. Moscow: Russian State Academy of Physical Culture, 27 p.

- Milovanova, N. G. (2009). *Theory and practice of preparation of teachers to work with maladjusted children*. Direct access: <http://togirro.ru/assets/files/Vestnik/2009/2.pdf>
- Mokeyeva, E.V., Zakirova, V.G. & Masalimova, A.R. (2015) Tolerant Pedagogic Space as a Condition of Non-Violence Position Education among Elementary School Pupils. *Review of European Studies*, 7(4), 216-220.
- Ozhiganova, M.V., Moskalenko, M.R. & Bolgova, V.V. (2016). A Restorative Approach in Pedagogical and Preventive Work with Juvenile Offenders. *IEJME-Mathematics Education*, 11(8), 2800-2813.
- Parfilova, G.G., Karimova, L.S. & Kasimova, R.S. (2015) The development of children with disabilities by means of folk plays. *Review of European Studies*, 7 (4), 186-191.
- Pyatunin, V. A. (2015). Psycho-pedagogical bases of training of pedagogical university students to work with adolescents with deviant behavior. *Theoretical and applied aspects of psychology and pedagogy. III International Scientific and Practical Conference*. Ufa, 158-175.
- Sabelnikova, Y. V. & Khmeleva, N. L. (2016). Infantilism: theoretical construct and operationalization. *The Education and science journal*, 3, 89-105. DOI:10.17853/1994-5639-2016-3-89-105.
- Tanaeva, Z. R. (2010). *Educational concept of training future lawyers to work with juvenile offenders*: PhD Abstract. Chelyabinsk: Chelyabinsk State Pedagogical University, 40 p.
- Varigin, A. N. & Grigoryan, Z. M. (2011). Criminological analysis of murders committed by juveniles. *Legal science*, 3, 46-53.
- Vetoshkin, S. A. (2010). *Prevention of neglect and juvenile delinquency: a work-book*. Ekaterinburg: Publishing house of Russian State Professional Pedagogical University, 308 p.
- Vorobyeva, I. V. & Kruzhkova, O. V. (2015). The model of prevention of vandal behavior provided by the deformations and destructions of valuable sphere of youth. *The Education and science journal*, 3, 71-86. DOI:10.17853/1994-5639-2015-3-71-86
- Zakirova, V.G., Masalimova, A.R. & Nikoghosyan, M.A. (2016), The Contents, Forms and Methods of Family Upbringing Studying Based on the Differentiated Approach. *IEJME-Mathematics Education*, 11(1), 181-190.