

## **Prevention of Deviant Behavior of Primary School Students as a Social and Pedagogical Problem**

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**Abstract:** Since, the events of deviant behavior of students became more frequent there appeared the necessity to include prevention of deviant behavior of the students into the complex of tasks being solved by the school. Despite of importance of work aimed at corrective actions, it didn't help to reduce manifestations of deviant behavior of the school students. Due to the above the progressive tendency of growth of various deviations in behavior of the students set one of the principal tasks for the school, namely accumulation of efforts the purpose of which is not only to control consequences of deviations from social norms (usual definition of deviant behavior) but what is more essential to prevent them. Aggressive behavior as a specific form of child's actions characterized by demonstration of predominance of force or by acts of force towards other child or a group of children whom he/she tries to hurt is a typical manifestation of deviant children's behavior. A humanist and personality-centered approach is helpful in defusing interrelation conflicts, mitigating the arising high-stress situations and hence, reducing probability of aggressive behavior manifestations. Investigations of the scientists (M.A. Alemaskin, A.I. Kochetov, G.P. Medvedev) prove that the primary school period pertains to change of a child's social environment which has strong effect on formation of his/her mental processes and interpersonal sphere which means effect on a personality as a whole.

**Key words:** Deviant behavior, primary school students, prevention, personality, manifestation

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### **INTRODUCTION**

Hypogene deformation processes in the socioeconomic and spiritual life of the Russian society make the range of problems wider: they intensify influence of criminogenic factors on the younger generations, promote uncontrollableness and homelessness, social orphanhood, abusive treatment, deterioration of children's health, appearance of different forms of deviant behavior. The existing situation requires re-thinking over the techniques of work with children whose life is full of difficulties, studying the opportunities of various social institutions in prevention and correction of deviant behavior of such children as well as reducing deformational effect of negative environmental factors.

### **MATERIALS AND METHODS**

During the last decades there have been performed a number of investigations which described the issues of formation of a positive personality orientation in the minor deviants (V.G. Bazhenov, L.A. Vysotina, V.D. Yermakov, A.N. Nikitin, V.M. Obukhov, etc.) prevention of deviant behavior in a general education school (Yu.S. Zaletov,

G.F. Lavrentyeva, N.N. Fomina, L.R. Khusainov, etc.) in health and education centers (M.A. Dobrunova, Ye.V. Kozlova, etc.) in an extended education system (N.N. Ivanova) in special social protection institutions (T.M. Barsukova, T.A. Karandayeva etc). The issues of prevention and overcoming of social health deviations (Ye.N. Pristupa).

The fathers of pedagogy F.A. Diesterweg, I.A. Komensky, N.K. Krupskaya, A.S. Makarenko, V.A. Sukhomlinskiy, K.D. Ushinskiy and other devoted their attention to the aspects of prevention of children's deviant behavior.

In the current psychological and pedagogical literature, this problem was covered by the researchers of M.A. Alemaskin, B.N. Almazov, S.A. Belicheva, N.N. Vertsyenskaya, Yu.V. Gerbeev, Ya.I. Gilinskiy, Ye.V. Zmanovskaya, F.G. Ilyin and other. Special investigations dedicated to study of intractability in the preschoolers and the primary school students were carried out by S.D. Arzumanian, O.S. Bogdanova, R.V. Ovcharova, N.I. Ozeretskiy, A.A. Royak, Ye.A. Sarafian, V.G. Senko, L.S. Slavina and a number of other scholars. They studied the difficulties related to adaptation of a child to the school conditions along with organization of pedagogical

support and health promotion of the students with deviant behavior. Since, the number of deviations in the students' behavior started to grow the complex of tasks being solved by a school had to include the issues connected with prevention of deviant behavior of the students. Despite of importance of work aimed at corrective actions, it didn't help to reduce manifestations of deviant behavior of the school students.

There is a real inconsistency in the school practice which manifests itself in the fact that on the one hand the changing socioeconomic conditions significantly influenced the development of an individual and formation of his/her personality, his/her relationship with the social environment changed quantitatively and qualitatively, the deviant aspects in his/her behavior changed as well which gave rise to the question of deviant manifestations prevention. On the other hand in adequate ways of solving of the existing problem consisting in increase of a number of public events aimed at making aware of one or another type of deviant behavior and demonstration of its negative influence on destiny of a person as well as at rationalization of a system of punitive measures for some or other action of a school student.

We have taken the doctrine of dialectic nature of social relationships (G. Hegel), humanistic principles of organization of social relationships in civilized society described in the works of J.J. Rousseau; activity approach to individual development (A.N. Leontiev, M.I. Lisina, S.L. Rubinstein, etc.); statements of the national pedagogy and psychology on the mechanisms of formation of needs, interests, motives, aims, mindsets, system of values (I.S. Kon, D.N. Uznadze, R.Kh. Shakurov) on the role of a social-oriented communication and vigorous activity in development of a child (A.A. Bodalev, A.A. Leontiev, B.F. Lomov, A.V. Mudrik, etc.) as a theoretical and methodological background of our investigation.

The researchers specially dedicated to the problems of the school activities relating to prevention of deviant behavior of the school students (M.A. Alemaskin, B.N. Almazov, S.A. Belicheva, N.A. Zakatova, I.A. Kleiberg, N.A. Kataeva, I.A. Nevskiy, A.F. Nikitin, R.V. Ovcharova, etc.) had great significance for the investigation.

The term "abnormal behavior" in the scientific literature is often replaced by its synonym "deviant behavior" (from Lat. *deviatio*, deviation). In our investigation, we will use the both words ("abnormal" and "deviant") as substitutable terms.

The pedagogical literature describes "deviant" behavior as deviation from the social norms and cultural values established in a certain community, social environment, immediate environment or team as well as from self-development and self-actualization in a community where a person belongs to.

The medical literature determines "deviant" behavior as deviation from the norms of interpersonal relationships established in a certain community: actions, deeds, statements made both within the framework of mental health and accompanied by various forms of neuropsychic pathology, especially of marginal ones (Rozhkov, 2006).

The psychological literature states that "deviant" behavior is the behavior which deviates from sociopsychological and ethical norms or a wrong model of a conflict solution expressed in violation of socially approved norms or in damage to social welfare, neighborhood and a person himself/herself.

## **RESULTS AND DISCUSSION**

Deviant behavior of a person is the behavior deviating from the significant social norms and causing actual damage to community and a person himself/herself. In regard to a primary school student such behavior is manifested by repeated violation of the code of conduct for the school students, lack of discipline, careless attitude to a study process, labor, environment, people and a student himself/herself.

The following factors have influence on occurrence of deviant behavior on the part of the primary school students: inadequate intrafamilial relationships; asocial nature of the parents' behavior; absence of control over children on the part of adult family members; inadequate pressure on the part of parents which is in conflict with needs and desires of a child pertinent to the level of his/her development and sociocultural environment; poor educational progress, authoritarianism of teachers; negative influence of the senior school students with deviant behavior.

The success of the primary school teacher's attempts towards prevention of the junior students' deviant behavior and towards formation of positive social experience in such students is possible provided that the following pedagogical conditions are met: the factors influencing occurrence of deviant behavior of the primary school students should be found out; the elaborated model of work of a primary school teacher aimed at prevention of the junior students' deviant behavior which adopts a purpose-oriented, a subject-subject and a content-oriented approach should be implemented; the

primary school teachers should have sufficient level of scientific-theoretical and methodological training (based on self-education principles) in regard to all aspects of prevention of the students' deviant behavior; creation of successful environment in a labor, play and other positive activity of the junior students which facilitates establishment of educational environment; individual and differential approaches to the students should be used; close interaction within the system "a teacher a paren a student" should be ensured, education-related culture of the parents should be cultivated.

The primary school students are a special category of children who under the direction of a teacher learn to cognize the world around to live within the community to fulfill learning, labor and public duties during four successive years.

During the primary school age a new level of development of the sphere of a child's effective needs is being formed, this sphere allows a child not to act spontaneously but by his/her impulse being guided by consciously set objectives, ethic requirements and norms. In this period, relatively stable patterns of behavior and activity which are the basis for character formation are being developed.

Knowledge of moral phenomena, norms and requirements to the socially approved deeds is a background for permanence of values-related behavior patterns. The significance of advanced notions of moral laws and the corresponding behavior was confirmed by an experiment carried out by us. The children were offered to make a moral choice in a definite situation: to act with account of interest of a friend/friends or being guided by own egoistic purposes; to act equitably or inequitably. In the both cases, the situation was of the equivalent type but in the first variant it was verbally described, imaginary and in the second a real one. If a student in an imaginary situation selected a negative variant in the real situation he made the similar choice. If the verbally described situation was positively resolved then under the real conditions two variants (both negative and positive) could have place.

Regular observations of the children's behavior allowed V.A. Sukhomlynskyi to come to the same conclusion: uncultivated moral consciousness in most cases results in children depravity. However, knowledge does not have automatic associations with behavior, only conscious conduct can be stably moral and form the basis of one moral quality of a personality or another.

Unfortunately, the students often neglect the code of conduct, demonstrate lack of discipline, disobedience, show "resistance to education" due to various reasons (A.S. Makarenko). The investigations of M.A. Alemaskin,

A.I. Kochetov, I.A. Nevskiy, I.V. Pavlov, L.Yu. Sirotkin showed that ineducable character of the students is being manifested as early as in the primary school. If the preventive practice is introduced untimely the students will prefer to choose the way of moral norms violation. It's no coincidence that 89% of adult offenders were children with behavioral disorder and demonstrated lack of discipline as far back as in the primary school. Due to the above before the investigation start we've made it our mission to analyze the essence and content of the interrelated notions "behavior", "deviant behavior", "factors of deviant behavior of the primary school students". First of all, it's worth noting that when a person violates the norms, the code of conduct, the laws then his/her way of living and acting (behavior) depending on a kind of violation is being described as abnormal, deviating, asocial, destructive, antisocial, etc., i.e., deviations have plenty of forms.

We've chosen as a subject matter of study only those aspects of behavior of a person which may be qualified as deviant/abnormal behavior.

A specific feature of deviant behavior is its ability to make harm to a person himself/herself and to his/her environment. Deviant behavior in its extreme forms constitutes a real danger to life for example, a suicidal behavior, violent crimes, consumption of drugs, etc.

P.P. Blonskiy like N.K. Krupskaya explained deviating behavior and ineducable character as follows: a problem child first of all is a usual child with inherent natural heredity. His/her distinction lies in the fact that he/she is "just neglected from the educational point of view does not have sufficient level of mental growth. Therefore, it is necessary to educate him/her as a completely healthy but neglected child" (Blonskiy, 2006).

To a great extent the evaluation of the children's behavior depends on a teacher himself/herself, his/her attitudes and beliefs: "But as a matter of fact especially in the situations where we deal with conservative teaching personnel it necessary to make sure whether a child's amorality is real or exists only in imagination of a teacher being a poor judge of a new student's mental state" (Blonskiy, 2006).

The scholars have established three groups of reasons which determine ineducable character and deviant behavior: social depravation, educational neglect and abnormal pathologic deviations in mental development (V.P. Kashchenko, G.V. Murashev, N.V. Chekhov., etc.).

A.S. Makarenko made the following important conclusions: before everything else it is necessary that children would forget their painful past would believe in

the better future. "To educate a person means to educate him/her to choose the perspective ways leading him/her to his/her tomorrow joy" (Makarenko, 2009). Makarenko (2009) suggested that in order to implement this statement in practice it would be necessary to impose high demands upon a child and exercise profound respect towards him/her, this approach defined optimism and humanism of the education system. Subsequently if the ineductable children are usual children who have formed abnormal relations with other people due to various circumstances it means that there is a need to strengthen their relationship with a normal strong community. In a well-consolidated active community a problem child will promptly restore positive social relationships. This is precisely why, Makarenko attached such great importance to forming of a children's community, to establishment of relations with other communities.

In order to prevent deviant behavior of the minors in the 20th to 30th there were established schools (inclusive of special schools for minor offenders) where the process of pedagogical rehabilitation obtained true examples of humanistic pedagogy. The school of V.A. Sukhomlinsky which became known not only on the Soviet Union territory but also worldwide was among them. In his works „I give my heart to children”, "Difficult fates", "Talk with a young headmaster" and other V.A. Sukhomlinsky demonstrated abilities of the school to form moral stability of the students. He believed that a child's progress is an outer indicator of his/her well-being in a school. That's why, a primary school teacher has a task to create such environment in a class which would facilitate development of personality of each junior student. Poor study progress of a school-child "has an impact on a quality of knowledge acquisition and on forming of deviant behavior, namely deceitfulness, negative attitude to labor, lack of self-confidence, low self-esteem".

The statement declaring that accentuation of personality traits as borderline states may predispose to delinquency in the conditions of unfavorable social environment becomes a new contribution to scientific progress. Prevention of deviant behavior is then regarded as diagnostics and identification of agerelated and individual development characteristics, their involvement in the education process of the primary school students.

In the modern psychological and pedagogical literature, the actions and deeds of children which contradict to the generally approved norms and rules are characterized as "depravity", "aggressive behavior", "deviant behavior", "abnormal behavior", "offence", "unlawful act".

In the modern psychology, activity rather than behavior is commonly considered to be a central category. At the same time, behavior is often treated as a synonym of activity, behavior has a natural background but basically is of socially-induced nature, is mediated through language and other sign-and-notion systems and is expressed through such typical forms as cognition, labor, play and communication; as an activity arranged in a certain manner to ensure interrelations between an organism and environment (Vakulenko, 2007).

Aggressive behavior as a specific form of child's actions characterized by demonstration of predominance of force or by acts of force towards other child or a group of children whom he/she tries to hurt is a typical manifestation of deviant children's behavior. A humanist and personality-centered approach is helpful in defusing interrelation conflicts, mitigating the arising high-stress situations and hence, reducing probability of aggressive behavior manifestations.

Hyperactive behavior is a behavioral disorder predominantly conditioned by neurodynamic characteristics of a child. During their primary school age children often and easily get bored and simultaneously demonstrate playful and clownish behavior in class. They violate discipline but do not manifest intense asocial conduct. Children with infantile behavior differ from their age-mates by naivety and carelessness, urge for play and pleasures prevails over all of their interests.

Another form of deviations is an addictive behavior which is determined as one of the forms of destructive conduct and is manifested in a tendency to escape from reality through change of mental state by means of taking some substances of permanent fixation on certain objects or activities and is accompanied by development of intense emotions. Addictive behavior covers various forms of conduct, namely pharmacological addictions, i.e., drug addiction, alcohol addiction, toxicomania. None of the addicts can be a productive member of a society in virtue of his/her disinterest in everything but the subject of addiction which is the reason of personal unhappiness and does not promote the society welfare. The above mentioned behavioral patterns of the primary school students give rise to reasonable concerns on the part of adults.

A behavioral concept offered by B. Skinner is quite popular abroad. Skinner put forwards the statement about three types of behavior, namely based on an unconditioned reflex on a conditioned reflex and operant behavior. The last type is a specific feature of the Skinner's theory.

The unconditioned and conditioned-reflex types of conduct are being induced by stimuli and are referred to as respondent behavior. They form some certain part of behavior but do not ensure adaptation to the real life environment. Actually, the process of adaptation is based

on active attempts of influence of an animal on an environment. Some of such attempts may accidentally give a useful result which is thereby confirmed. The reactions which are not induced by a stimulus but are produced ("sent forth") by an organism (some of them later appear to be correct and are being reinforced) were referred to by Skinner as operant. According to Skinner precisely these reactions are prevalent in adaptive behavior of an animal; they are a form of voluntary behavior.

Based on behavior analysis Skinner forms his theory of learning activity. Reward is the principal means of behavior shaping. The whole procedure of learning in relation to animals was named as a "continuous guiding to a necessary reaction".

In order to solve the social problems of the contemporary society B. Skinner sets a task for creation of a technology of behavior. The technology of behavior is designed for control of one people over other. Since, human intentions, desires, self-consciousness are not taken into account in behaviourism, addressing to human consciousness is not a means of control over behavior. This function is performed by control over the regimen of rewards allowing to manipulate people.

Skinner (2000) drew up a principle of operant conditioning, i.e., "behavior of living beings is being determined completely by the consequences of their behavior. In the Skinner's opinion every irritator (stimulus) causes a reaction.

The principal task lays in generation of definite reactions to certain stimuli. Skinner believed that human behavior is conditioned by the consequences of their actions in the past. The positive consequences will result in repeating of the same type of behavior by a person in the future. Depending on whether the mentioned consequences are pleasant, neutral or non-pleasant a living being will demonstrate a tendency to repeat the definite behavioral action, treat it lightly or avoid its repeating later on" (Skinner, 2000). A person is able to anticipate possible consequences of his/her actions and avoid those actions and situations which can lead to the consequences which would be negative for him/her. A person subjectively evaluates a probability of oncoming of some consequences or another, the higher the subjective probability of negative consequences oncoming the more strong influence it has on human behavior.

## CONCLUSION

Despite of some difference of opinions all of the researchers consider violation of the norms approved in a certain community to be the principal criterion of

deviation. Destructive effects of the social phenomena which pose a real treat to physical and social human survival is a criterion which determines the category of "social norm". It is exactly the boundary which separates norm and deviation. On the both sides of the boundary, there occur a lot of borderline situations which in the most cases render social phenomenon identification difficult.

Prevention of deviant behavior of a primary school student involves timely detection and immediate elimination of even the most insignificant conflicts and misunderstandings, prevention of their occurrence, entwinement and transformation to a persistent form of deviant behavior (Henggeler *et al.*, 1996).

Investigations of the scholars (M.A. Alemaskin, A.I. Kochetov, G.P. Medvedev., etc.) prove that the primary school period pertains to change of a child's social environment which has strong effect on formation of his/her mental processes and interpersonal sphere which means effect on a personality as a whole. A lot of junior students have inherent behavioral deficiencies as a result of immature behavior experience or permanent failures in some or other sphere of activity. A child is not always able to find a socially approved norm of behavior: some of them are lack of positive qualities, other of social behavioral experience. A.I. Kochetov states that if formation of individuality is not corrected in accordance with the growing public requirements there will inevitably occur a conflict between the requirements from outside and the human reaction to them. Under such conditions deviant behavior occurs with the growing frequency: errors in the work process, alienation or proneness to conflict in public interrelations and interest in self-development, willingness to show activity in achievement of goals.

A special role in prevention of deviant behavior of the primary school students is being played by an elementary school teacher who takes the responsibility for education that's why his/her interest in and tendency to improvement of personal characteristics, development of the emotional-volitional sphere, formation of a positive self-esteem and internal culture of every child is fully justified (Belkin, 2009). The educational effect will directly depend on the degree of reasoning and purposiveness of the means of influence on a small personality and the degree of saturation of the education means with moral purity and generosity.

Analysis of the psychological and pedagogical literature dedicated to prevention of deviant behavior of students confirmed a conditioned character of the need in implementation of pedagogical conditions for prevention of deviant behavior of the primary school students.

In the contemporary educational environment which is oriented at training of teachers in order that they could work with various categories of children the problems of the junior students with deviant behavior hold a specific place. Prevention of deviant behavior of a primary school student involves timely detection and elimination of even the most insignificant conflicts, prevention of their occurrence and transformation to a persistent form of deviant behavior.

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