

DOI 10.26886/2414-634X.8(35)2019.5

UDC 373

THE DEVIANT BEHAVIOR OF ADOLESCENTS AS A PEDAGOGICAL AND SOCIAL PROBLEM

M. Yevchenko, teacher

Municipal Institution “Support School ‘Oskil Lyceum of Oskil Village Council of Izium district of Kharkiv region’”, Ukraine, the village of Oskil, Izyumsky district, Kharkivska oblast’

In the article the most actual problems of young people such as criminality, suicide and drugs are descavered. It is given their characteristic as a problem which is typical to the society of transitive period. The methodological background of the research includes systematic, historical and cognitive approaches. The optimum ways of solving the problem is offered. It is taken in opinion the specific and reasons of their origins.

Key words: Deviations, Deviant Behavior, Adolescents, Society, Education.

The urgency of the issue of deviant behavior of minors is conditioned by a number of factors, among which should be noted the increase and growth of teenage crime, aggression and cruelty which have been observed in Ukraine recently. In the case where the growth of deviant behavior is noted among the younger generation there is a real danger to society, since after some time it will be the current adolescents who will shape its driving force and determine how successful its development will be. In this regard, the relevance of the presented problem is not in doubt.

The purpose of this paper is to study the deviant behavior of minors, as well as to elucidate the causes of this phenomenon and to find ways to solve and prevent the problem of teenage deviations.

First of all, it should be noted that many aspects of the studied problem have been considered in the works of many authors. Here we should highlight the works of the following researchers: E. Durkheim [1], L. Ruban [2], L. Myers [3], G. Schneider [4], V. Likhob, V. Filonova, O. Kovalenko, and A. Mikhailova [5]. At the same time there is a practical lack of works where the problem of deviations of teenagers would be considered precisely in the context of modern social reality, although the relevance of this issue has been growing rapidly lately. This fact indicates the need for further research in the presented field.

The violation of norms can be categorized as two forms of deviance. Formal deviance and informal deviance.

Formal deviance can be described as a crime, which violates laws in a society. Informal deviance are minor violations that break unwritten rules of social life. Norms that have great moral significance are mores. Under informal deviance, a more opposes societal taboos.

Taboo is a strong social form of behavior considered deviant by a majority. To speak of it publicly is condemned, and therefore, almost entirely avoided. The term “taboo” comes from the Tongan word “tapu” meaning “under prohibition”, “not allowed”, or “forbidden”. Some forms of taboo are prohibited under law and transgressions may lead to severe penalties. Other forms of taboo result in shame, disrespect and humiliation. Taboo is not universal but does occur in the majority of societies. Some of the examples include murder, rape, incest, or child molestation.

Howard Becker, a labeling theorist, identified four different types of deviant behavior labels which are given as:

- “Falsely accusing” an individual – others perceive the individual to be obtaining obedient or deviant behaviors.

- “Pure deviance”, others perceive the individual as participating in deviant and rule-breaking behavior.
- “Conforming”, others perceive the individual to be participating in the social norms that are distributed within societies.
- “Secret deviance” which is when the individual is not perceived as deviant or participating in any rule-breaking behaviors.

Deviant acts can be assertions of individuality and identity, and thus as rebellion against group norms of the dominant culture and in favor of a sub-culture.

In a society, the behavior of an individual or a group determines how a deviant creates norms.

E. Durkheim claimed that deviance was in fact a normal and necessary part of social organization [1]. He stated four important functions of deviance:

- Deviance affirms cultural values and norms. Any definition of virtue rests on an opposing idea of vice: There can be no good without evil and no justice without crime.
- Deviance defines moral boundaries, people learn right from wrong by defining people as deviant.
- A serious form of deviance forces people to come together and react in the same way against it.
- Deviance pushes society’s moral boundaries which, in turn leads to social change.

When social deviance is committed, the collective conscience is offended. Durkheim describes the collective conscience as a set of social norms by which members of a society follow. Without the collective conscience, there would be no absolute morals followed in institutions or groups.

Social integration is the attachment to groups and institutions, while social regulation is the adherence to the norms and values of society. Durkheim's theory attributes social deviance to extremes of social integration and social regulation. He stated four different types of suicide from the relationship between social integration and social regulation:

- Altruistic suicide occurs when one is too socially integrated.
- Egoistic suicide occurs when one is not very socially integrated.
- Anomic suicide occurs when there is very little social regulation from a sense of aimlessness or despair.
- Fatalistic suicide occurs when a person experiences too much social regulation.

Deviance is always associated with the mismatch of human actions and actions established by the society or social group with norms, certain stable stereotypes of behavior in certain situations. Today, the lower limit of determining adolescence has shifted somewhat. This means that if a few decades ago, adolescence began at about 10/11 years, now it often starts at 9 years old and earlier. Adolescence itself is a rather difficult period in human life, since it is at this time that the intensive formation of personal and ideological attitudes, a system of values, motives and norms takes place. That is, it is precisely in adolescence that a person forms a certain view of the world, of himself and the society in which he lives. This process depends on a number of factors, among which the social environment and psychological characteristics of a particular person are in the first place.

Social norms, like other values, perform the function of assessing and orienting an individual, as well as regulate behavior and social control. Norms are a way of dealing with deviations, ensuring order and stability of society. Due to the general crisis of norms and imperatives, the family is not able to fulfill its functions in sufficient quantities. According to statistics only 17% of Ukrainian parents are ready for the full education of children [6].

Relations and microclimate within the family have changed. Parents are most often forced to search for livelihoods rather than raising their children (82% of respondents who took part in a sociological survey admitted in the newspaper "Segodnya" admitted this) [7].

Human family dysfunction is one of the main factors most actively affecting juvenile delinquency. Ukrainian experts V. Likholob and V. Filonova [5, p. 124] based on the results of sociological surveys revealed three groups of negative factors operating in the field of family education: 1) prolonged neglect, lack of control over the daily routine and lifestyle; 2) excessive custody and severity of parents which often lead to sharp protest reactions; 3) conflicts in the family which also often lead to deviant behavior.

One of the important factors influencing the development of teenage deviations is the media. The flow of information through TV shows, magazines and newspapers very often carries a large charge of aggression. In modern society, aggression is practically not stopped by anything, since there is no well-functioning and stable mechanism to overcome this problem.

Gaps in parenting are filled with countless films and colorful pictures. Under the influence of the style in which the media portray violence and cruelty, a child with an uncritical perception of the world is not able to really assess the possible consequences of aggressive behavior, the severity of bodily harm, not to mention psychological trauma. Not the last role in the formation of the psyche of a child is played by computer games. Even if we carry out their most general analysis, it becomes obvious that in most cases their conditions include the fact that the player must destroy something, kill someone, blow up, etc.

It seems theoretically possible that a child playing such games will realize his aggression in the virtual world, and then in real life will become

calmer. But in practice, everything turns out quite the opposite. The child transfers virtual relationships to the real world, begins to try to duplicate the actions of virtual characters.

It is known that the adolescent period is characterized by the desire of young people to form various informal groups. This phenomenon is quite natural, especially if we take into account that adolescents often very acutely experience a certain internal dissonance, resulting in a feeling of dissatisfaction with themselves, the world around them, as well as fear and a sense of insecurity. Adolescents, prone to deviant behavior, show a desire to dominate, assert themselves at the expense of others, which can lead to irreparable consequences. It is characteristic that adolescent 63% of crimes in 2000 were committed precisely in groups [7]. In addition, the danger lies in the possible embarrassment of thinking, when a person practically becomes incapable of independent reasoning and relies on the opinion of his group representatives in everything. Symptoms of enlargement are also manifested in the inability to adequately assess themselves and others. American psychologist D. Myers [3, p. 389] cites the following factors affecting the human consciousness, subject to enlargement: 1) the illusion of independence; 2) uncontested faith in the ethics of the group; 3) rationalization (the group collectively justifies its behavior, even if it has a negative deviant character); 4) a stereotypical view of the enemy.

Drug addiction is also a serious problem of modern society. This issue is very acute in relation to minors, since, according to the testimony of Russian sociological researchers Yu. Volkov and I. Mostovaya [9, p. 327] more than 60% of drug addicts first try drugs under the age of 19 years. In addition, the vast majority of drug addicts (about 70%) are young people under the age of 30. Thus, drug addiction is, above all, a youth problem, especially since a significant part of drug addicts, especially those who use

the so-called “radical” drugs (derivatives of opium poppy), do not live to adulthood. One of the most significant problems of modern society is the growth of suicide, in particular, teenage suicide. Suicidal activity has certain time cycles: spring-summer peak and autumn-winter decline, which was noted in the works of E. Durkheim [1, p. 153]. It is noteworthy that the probability of the appearance of this form of deviations depends on the age group. So, suicides occur most often between the ages of 55 and up to 20 years. To date, suicide has significantly “rejuvenated”: even 10–12-year-old children become suicides. There is a general and universal mechanism of suicide. V. Likholob proposes to consider the following aspects as elements of this mechanism [5, p. 144]: socio-situational factor; personality factor; conflict; socio-psychological maladaptation; collapse of value systems; provoking external factors; pre-suicide; suicide. The core of the presented scheme is the disadaptation of the individual and the collapse of his value-normative attitudes, which at the level of the individual appears in the form of the loss of the meaning of life.

Thus, the deviant behavior of teenagers is one of the most serious problems of modern society. A solution to this problem is possible only by taking into account its complexity and the integrated application of the achievements of sociology, social psychology, pedagogy, forensics and other social disciplines.

References:

1. Durkheim E. (1998). Suicide. SPb., Soyuz, 496. [in Russian].
2. Ruban L.S. (1999). Deviation as a security issue / Ruban L.S. Socis. No.5. [in Russian].
3. Myers D. (2002) Social psychology. SPb., Piter. 752. [in Russian].
4. Schneider G.Y. (1994). Criminology. M., Progress-Univerce, 504. [in Russian].

5. Likholob V.G., Filonov V.P., Kovalenko O.I., Mikhailov A.Ye. (1997). Criminology. – Kiev–Donetsk: L-Press. 398. [in Russian].
6. Aspect. Newsletter. (2002, No. 2(7); 2001, No. 2(3)). [in Russian].
7. Segodnya. Daily Ukrainian newspaper. (1998–2002). [in Russian].
8. Mir uvlecheniy. Kriminal (2001; 2002). [in Russian].
9. Volkov Yu.V., Mostovaya I.V. (1999). Sociology in questions and answers. M., Gardariki, 374. [in Russian].

Citation: M. Yevchenko (2019). THE DEVIANT BEHAVIOR OF ADOLESCENTS AS A PEDAGOGICAL AND SOCIAL PROBLEM. Innovative Solutions in Modern Science. 8(35). doi: 10.26886/2414-634X.8(35)2019.5

Copyright: M. Yevchenko ©. 2019. This is an openaccess article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.