



Management of the Psycho-pedagogical Work on Prevention of Antisocial Behavior of Troubled Teenagers

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ABSTRACT

In the theory and practice of education management great emphasis is made on organization of educational work with troubled teenagers, conducted by school psychologists. Analysis of the antisocial behavior of troubled teenagers has shown that the number of children, which are characterized by school and social maladjustment and persistent violations of conduct, increases each year. Searching for ways to improve the effectiveness of teachers' and psychologists' efforts, when working with troubled teenagers at school and outside of school, is one of the major problems of education management. Present research is focused on study of the features of this pressing issue. The article summarizes the results of the conducted study on improving the effectiveness of correctional work with screwed-up kids. The obtained outcomes are of theoretical and practical significance, and can be applied in education management to prevent anti-social behavior of troubled children. It can be useful for both practicing teachers and psychologists.

Keywords: Education Management, Teachers' and Psychologists' Operation Management, Antisocial Behavior, Deviant Behavior

JEL Classifications: I210, I280, Z180

1. INTRODUCTION

In theory and practice of psycho-pedagogical work management it is noted that currently the problem of antisocial behavior of adolescents is of tremendous interest. The problem of antisocial behavior and communication with troubled children has become extremely relevant, because their number grows steadily. Juvenile delinquency and loss of moral ideals in adolescents increases from year to year. Adolescents are characterized by growing aggressiveness, cruelty, extremism, and the willingness to achieve own goal through breaking the laws. When exploring this issue, it is important to find the methods to correct such behavior. Teachers together with psychologists elaborate the concepts of asocial (deviant) behavior, as well as develop models of correctional work with troubled children and a special system of measures

when working with adolescents, who have committed an offence or are prone to breaking the law. However, the school still remains the weakest link in this aspect of the education management due to the priority of teaching objectives over psychological issues, low availability to practical psychologists of new technologies preventing and correcting deviant behavior as well as incomplete implementation of an integrated approach in most educational institutions.

Undoubtedly, the problem of antisocial behavior of troubled teenagers is interdisciplinary in nature and is at the intersection of pedagogy, psychology, sociology, management, education and law. Psychologists (Arkin, Boiko, Vallon, Garbuzov, Dyachenko, Moshkova, Mukhina, Rozhkova and others) have defined the essence of the asocial (deviant) behavior, its typology, factors,

gender- and age-sensitive differences in the manifestation of antisocial behavior of troubled teenagers (Arkin, 1986; Boiko, 1998; Vallon, 1987; Garbuzov, 1990; Dyachenko, 1984; Moshkova, 2001; Mukhina, 2000; Rozhkova, 2003). A number of psychological studies (Buyanov, Vaizman, Kashchenko, Kochetov, Kravtsova, Ratterm, Retush, Stepanov, and others) dealt with the study of motivational sphere of adolescent offenders (Buyanov, 1988; Vaizman, 1996; Kashchenko, 1999; Kochetov, 1986; Kravtsova, 1990; Ratterm, 1987; Retush, 2001; Stepanov, 1996). Conducted research allows revealing the features of antisocial behavior motivation showing typical individual deformations in the structure of motivations, objectives and needs of troubled children. The need for knowledge of the offences motives is dictated by the objectives of modern education system based on humanistic approach. Without consideration of motives, teachers and psychologists lose the important base to control the behavior of juvenile offenders, their development in the right direction, ability to predict the results of their own efforts on training, education, correction and rehabilitation.

The aim of present study is to develop and verify experimentally the set of conditions contributing to the increase of the effectiveness of teachers' and psychologists' efforts when working with troubled teenagers. During the research, the following tasks were solved:

- Analysis of the problem on antisocial behavior of troubled teenagers in psycho-pedagogical theory and practice.
- Elaboration, theoretical justification and experimental verification of the effectiveness of set of conditions for consistent work of teachers and psychologists with troubled teenagers.
- Generalization of experimental work outcomes and drafting of recommendations for teachers and psychologists dealing with troubled teenagers.

Antisocial (deviant) behavior of troubled teenagers is the object of the present research while the organization of systematic work of teachers and psychologists with troubled teenagers is the subject of the research. The study is based on the hypothesis that the measures can be more effective if the work of teachers and psychologists with troubled teenagers is organized on a systemic basis, taking into account specially developed, scientifically grounded and experimentally tested set of conditions.

2. METHODOLOGY

During the study, the following methods were used:

- Theoretical (analysis, synthesis, classification, generalization, deduction, induction, analogy, and modeling)
- Empirical (observation, survey, questionnaire, interview, and conversation)
- Experimental (ascertaining, formative, and diagnostic experiment)
- Statistical (statistical data processing, qualitative and quantitative analysis of research outcomes).

The child's mind theories (Alferov, 2000; Zaporozhets, 1988; Leontiev, 1981; Elkonin, 1980) laid the methodological basis of the present research as well as the main provisions of educational

psychology (Bozhovich, 2002; Goneev, 2002; Dubrovina, 1991; Zakharov, 1993; Kumarina, 2002; Stepanov, 2001; Stukalenko, 2012) and the theory of psycho-pedagogical prevention of antisocial behavior of adolescents (Garbuzov, 1998; Kashchenko, 1999; Krushelnitskaya, 2000; Rychkova, 2001). In addition, the methodological basis of research includes systemic, activity and personality approaches to the study of the concerned problem (Lebedinskaya, 2001; Slavina, 1998; Spivakovskaya, 2000; Repina, 1997), as well as provision of modern pedagogy and psychology, which believe that the priority task consists in the formation of pupil's personality on the basis of the relationship between the external and internal conditions of individual's development (Nemov, 2000; Ovcharova, 1996; Panfilova, 2000). The present research is based also on conceptual issues of modern psycho-pedagogical science and practice: The concept of personality (Lichko and Kovalev, 2001; Sukhareva, 1999; Wenger, 2001; Varga, 1990) and socio-pedagogical research of adolescent behavior (Bogdanova and Kornilova, 1994; Vasilyeva, 1994; Elfimova, 1991; Rean, 2005; Stukalenko et al., 2015).

3. RESULTS

3.1. Theoretical Part

The study revealed that the reasons of deviations in behavior of adolescents arise not only as a result of socio-economic instability of society, but also under the influence of pseudo-culture, adverse family relations, too busy parents, lack of control over children's behavior, growth in the number of incomplete and dysfunctional families, and changes in the content of value orientations. Teenagers often display anger, pessimism, confusion, envy, frustration, and aggression. Such behavior results in the rise of juvenile delinquency and a consistent trend of qualitative and quantitative indicators change for the worse. All this leads to serious consequences affecting not only the atmosphere in the class and school but also in society in general.

Oddities in the behavior of troubled children cause concernment in teachers, psychologists and parents caused by the fact that they cannot cope with them. They are afraid to appear helpless in their efforts to teach child. Troubled child grows defective since he lives in his own world of feelings, fantasies and fear. He becomes cruel and evil tries to attract attention to him but receives only punishment from parents and teachers. If the child does not receive timely help, then the deviation from normal mental development grows into a mental illness. Children with negative behavior manifestations have irregular, distorted mental development. Here we can do nothing without the assistance of a competent specialist, an experienced educational psychologist since the timely rendered help to normalize behavior may lead to the avoidance of troubles. Educational psychologist is an employee of an educational institution, who monitors social adaptation of children, their behavior and psychological development. This is a practical psychologist working at the educational institution, whose main activities are psychological testing and assistance in tight situations, psychotherapy, psychological rehabilitation, counseling, education, developmental and psycho-correctional work. Though, not all educational institutions have such an experienced professional. Often the problems of disorders in

troubled teenagers' behavior have to be solved jointly by subject teachers, homeroom teachers and administrative personnel of the school, responsible for educational work. Such work becomes more effective if it involves a social pedagogue and school psychologist.

The study has shown that asocial (deviant) behavior of troubled teenagers is a complex phenomenon, influenced by many factors. Antisocial behavior is a behavior that is not approved by the society since it is contrary to accepted moral standards. The same applies for the so-called deviant behavior. Deviant behavior is a stable behavior of a person, deviating from the most important social norms, causing real damage to society or the personality and accompanied by social maladjustment. In the school environment, pupils with such behavior are called troubled children. Troubled teenagers are children whose behavior sharply differs from the generally accepted standards and prevents normal full-fledged education. Troubled children are those, who significantly vary in their personal make-up, exhibit coarseness, cynicism, aggression, etc. These children behave with contrived independence, openly express their reluctance to learn, and have no respect for the teachers. To prevent and to correct behavior of adolescents, who violate discipline and public order, is possible if identifying the peculiarities of their behavior motivation as well as the factors adversely influencing the behavior. In this case, the joint efforts of teachers and psychologists can result in identification of psycho-pedagogical conditions necessary for the successful correction of conduct violations, as well as ensure the development of positive motivation of behavior. The psycho-pedagogical conditions may include:

- The interrelation of the motivational sphere with other spheres of teenager personality and the interdependence of changes in them, resulting in deviant behavior.
- Impact on motivational sphere relying on the strong benefits of other spheres of individuality.
- Program on joint consistent work of teachers and psychologists, providing an individual approach to the teenager with due account for his personal characteristics.

In contemporary educational psychology, troubled children are called children whose behavior not only differs from the generally accepted norms but prevents a full-fledged education. Troubled children include those, who significantly vary in their personal make-up, behave with contrived independence and openly express their reluctance to learn. They have no respect for adults, teachers and parents, while the reputation of peers is earned through physical force. These teenagers often stay on the delinquency path and most often are rejected by classmates. Their rudeness and cynicism often mask their feelings of inferiority and disadvantage. Asocial (deviant) behavior of such children is a deviation from the socio-psychological and moral norms. It is an antisocial incorrect way to solve the conflict, which is manifested in the violation of public regulations or damage to public well-being, others and themselves. To explore this issue, firstly, it is necessary to figure out the current state of the problem of adolescents' asocial (deviant) behavior. Secondly, it is necessary to develop a system of joint work of teachers and psychologists with troubled children in the context of a general academic school.

The efforts of teachers and psychologists towards the formation of positive motivation to study in troubled teenagers should be based on a system of measures, including pedagogical diagnostics of the adolescents' behavior and determination of the features of antisocial components of motivational and other traits of their individuality, choice and use of the methods and techniques of psycho-pedagogical influence in the educational process pertinent to these features. The successful work with troubled teenagers requires from teachers and psychologists ability to determine the conditions that ensure full mental development of children, to identify the development specifics of troubled children, to develop specific measures aimed at normalization of mental development of troubled children, to identify the personal touch of children with emotional behavior, to be out of touch with contemporary methods and apply basic psycho-pedagogical approaches when working with them, and to possess professionally the up-to-date techniques and forms of corrective work.

Psychological correction is a system of psychological measures aimed at restoring, correcting or compensating for impaired mental functions, conditions, personal and social status of an individual as a result of changing social relations, living conditions, etc. Behavior correction of a troubled teenager involves primarily identifying problems in the system of relations of a teenager with both adults and peers, and correction of the social situation. Extremely important is to analyze sociometric status of teenager in the class community and among his peers, to define the space that he occupies in the system of interpersonal relations, to identify how his prestigious expectations are justified, whether he faces psychological isolation, and if so, to determine its causes and possible solutions.

The main task of correctional work with troubled child is providing him social self-determination, which depends on the conditions ensuring involvement of the troubled child in actual social relations and self-actualization in the course of social interaction, i.e., providing the possibility to a troubled teenager to reveal himself more fully in relationships with others. Psycho-pedagogical correction of children and adolescents includes the following components:

- Purposeful work on moral education (ethics lessons, moral conversations, individual counseling services, etc.).
- Actualizing all sources of pupils' moral experience (educational, public-spirited and extracurricular activities, the relationships between pupils in the class, the relationships of children with their parents and teachers, between teachers and parents, and the working style of all teaching staff of the school).
- Introducing moral criteria in the evaluation of each and all the activities and manifestations of the pupil personality.
- Definitive correlation between forms of practical activity and moral education at different stages taking into account pupils' gender- and age-sensitive peculiarities.
- The following principles should be observed when conducting correctional work with intractable pupils.
- Focusing attention on positive aspects in behavior and character of a troubled pupil; this principle suggests that teachers and psychologists should focus, first of all, on the

best traits in child's personality and rely on these traits in their work.

- Social adequacy of educational and correctional measures; this principle requires compliance between the content and means of education, when correcting the social situation around the troubled pupil.
- Individualization of educational and correctional influence on troubled teenagers; this principle involves the application of individual approach in the social development of each pupil, ad hoc tasks, which would commensurate with his individual features, providing the opportunity for self-actualization and self-revitalization to each pupil.
- Social hardening of maladjusted pupils; this principle implies the inclusion of the teenager into situations that require from him volitional effort to overcome the negative impact of the environment, elaboration of social immunity and a reflexive attitude.

In the corrective activities program, the counseling of parents takes a special place, since it allows adults to better understand the gender- and age-sensitive individual psychological maker of adolescents and to critically introspect their actions. At that, it is important to remember that the greatest probability of complications in the child's behavior deviation appears during the critical periods of his development, when the emergence of psychological innovations result in different abrupt changes in the mentality and personality of a teenager, as well as his relations with others that is not always considered by parents. In this case, we need to help parents to determine which particular traits of the child should be taken into consideration without trying to modify them, and which ones can be corrected and developed. We need to help parents to change in child what can be changed and to accept what cannot be changed, as well as learn them to distinguish one from the other. In addition, the work with troubled teenagers should be carried out on a systematically under the conditions of effective interaction of various services, namely educational, educational-methodical, psychological, social, legal and medical ones.

3.2. Practical Part

Multidisciplinary gymnasium No. 5 "Tandau" in the city of Kokshetau served practical basis for our study. Pedagogical experiment was carried out in several stages. The purpose of ascertaining stage of the experiment was to determine the availability of children with emotional behavior. Guiding by the methodology of the research psychologist A. Zaporozhets, we determined the areas in which one could identify children with emotional behavior (Zaporozhets, 1987).

First, children's behavior was observed in game and in the course of communication with their peers during the class sessions. When observing children's behavior, attention was drawn to the following options of children's manifestations: Frequent outbursts of rage and anger, as well as low level of arbitrary behavior; failure in joining to the cooperative game or a lesson, in switching attention from one situation to another, and in acting in a given situation. Then the pupils were interviewed on the topic of "How to act in this particular case." This helped to identify affective symptoms since emotional children usually solve the situation in

a tragic manner. After that parents were involved in conversation on the following topics: "What likes to do your child at home?," "How often child shows bursts of anger, rage, caprice, tears and for what reason?," "When you go with him outside, do you notice that he tries to take toys from other children?" Thus, the children who stand out for their special behavior were identified. These are children with increased activity; they cannot sit quietly for a minute; they exhibit outbreaks of rage and anger in case of dissatisfaction of any desires or needs (for example, when not admitted to join the game); they cannot join cooperative game, as usually they do not know how to play and try to dictate their conditions clashing with the other children.

Then a survey of children's drawings was conducted in order to better understand their interests and inclinations, peculiarities of their temperament, experiences and inner worlds. Two topics for drawing were offered to children: "At school" (emotional children usually represent just a few peers or do not represent them at all); "Family" (this topic helps to identify relationships in the family, attitude of a child to mother, and child-parent fixation).

In the course of experiment the children were asked to draw everybody with whom they live at home and communicate at school. When analyzing the drawings, the attention was paid to the order and proximity of figures' location on the picture that speaks to the relationships within the family and reveals the leader. Also attention was paid to the place where the child depicted himself - Whether between parents or by the side of one of them. This indicates a more pronounced attachment to one of the parents. If the child is missing in the picture, this suggests that he does not see himself within the family. Thus, relationships have been studied in families of troubled children, and then their relationships with classmates to identify the children with emotional behavior.

The formative phase of the experiment aimed at testing the hypothesis whether it is possible to help the child to get out of affective state and change his behavior in the group of peers through regularly conducted psychological work. During the pilot testing, teachers and psychologists attempted to facilitate the child's communication with group peers using correction methods of children withdrawal from the affective states suggested by psychologists Bochkareva (1996), Mikhailenko (1987) and Novoselova (1983). The methodology of corrective work consisted of three stages, each comprised of several phases. The first stage included two phases, the second stage consisted of four phases, and the third stage comprised of three phases. The main goal of each stage was to help the child to feel himself omnipotent (to defeat evil), to teach how to overcome negative emotions, and to train him to communicate with children through acting game.

At the final stage of the experiment, the observation of the children from the experimental group in different kinds of activities allowed us to identify changes in their behavior. Thus, outbursts of anger began to appear less frequently; behavior was more often controlled by children themselves; they were involved in a cooperative game; and started to make friends. Besides, positive emotional communication with their peers became longer. The study revealed positive changes in all children with emotional

manifestations. In addition, children with border-line traits making up the so-called “risk group” were identified. Preventive corrective work with them was carried out as well that gave also positive changes.

According to the outcomes of the experiment, we can conclude that the conducted consistent correctional work to withdraw children from the emotionally-affected state has been effective since it helped the children to get out of this state.

Thus, in the course of the research we revealed that when working with troubled children, teachers and psychologists must find the means to overcome the difficulties encountered. If the teacher wants to solve successfully the set educational objectives, he must comprehend the origin of children’s disobedience to choose the means most appropriate to overcome them. Teachers, who faced deviant behavior of pupils and set a humane goal to help them to overcome this problem, must conduct continuous monitoring, i.e. systematic observation of the behavioral disorders of the children in order to respond timely to the emerging situations. The main way of overcoming the emotionally-affected behavior is individual approach, which involves the ability to base educational work on the positive manifestations of any child’s personality, even the most troubled pupil, making emphases on his interests and inclinations (interest for reading, sports, music, drawing, nature, animals, etc.), his healthy nature-based beliefs, views and attitudes.

4. DISCUSSION

The present study was conducted by a team of contributors at the Department of Pedagogy, psychology and social work of Kokshetau State University named after Ualikhanov, and the Department of social pedagogics and self-actualization of the Eurasian National University named after Gumilev. The outcomes of the study were discussed at the sub-faculty meeting, a scientific seminar “urgent problems of psycho-pedagogical science and modern education,” and international research-to-practice conferences “Valikhanov readings” and “Topical problems of modern education and pedagogical personnel training,” held in Kazakhstan (Kokshetau, Astana). Besides, the research findings were presented at the international conferences held abroad: “Implementation of new educational technologies and principles of educational process organization” (Singapore), “Contemporary education, problems and solutions” (Bangkok, Thailand), “Innovation technology in higher and vocational education” (Mallorca, Spain), “Education and science without borders” (Munich, Germany), “Actual problems of education. Experience of realization of Bologna agreements” (Amsterdam, Netherlands), “Contemporary problems of science and education” (Moscow, Russia), “Problems of international integration of national education standards” (Paris, France) and others. However, generalized results of the study are published for the first time.

5. CONCLUSION

The conducted study has theoretical and practical significance. Theoretical significance of the research consists in generalization of material reflecting the organization of teachers’ and psychologists’

joint work with troubled teenagers, as well as psycho-pedagogical correction methods of antisocial behavior and the development of a set of conditions for effective work of teachers and psychologists with troubled children at general academic schools. Practical significance of the research consists in the fact that the developed and practically tested system of teachers and psychologists work with troubled teenagers as well as the results of the conducted study and developed recommendations on this issue can be practically used in the secondary schools.

The reliability of the results obtained was provided using a number of methods appropriate to the research subject and set objectives, carrying out experimental work, combining qualitative and quantitative analysis of the research results, as well as application of basic principles of education management in the field of organization and management of teachers’ and psychologists’ joint work on the problem of prevention of antisocial behavior of troubled teenagers.

The conducted study does not purport to be an exhaustive solution to the problem on the organization of teachers’ and psychologists’ work with troubled children. It can be considered as one of the possible solutions to this problem. The prospects of further research consist in the search for new methods of psycho-pedagogical work employing contemporary psycho-pedagogical ideas and concepts, as well as person-centered approaches and innovative learning technologies. The results of present study can find application among teachers, psychologists and social workers dealing with the problems of antisocial behavior of adolescents as well as managers involved in education and training.

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