CREATION OF PROGRAMS FOR DEVIANT BEHAVIOR PREVENTION IN SECONDARY SCHOOLS WITH DIFFERENT SYSTEMS OF UPBRINGING IN BULGARIA AND RUSSIA

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Abstract

The prevention problem of the deviant behavior of children and youth is a fundamental interdisciplinary issue. It is determined by the state and the social institutes as a priority in realizing the strategy of country and districts development. This outline defines the new approaches in deviantology and the requirements to specialists engaged in work with adolescents and youth having a deviant illegal behavior, in work with children who are victims of criminal assault and bullying, with children from social vulnerable groups who are in difficult life socially dangerous and legally important situations.

The article represents the methodological justification of the planned scientific and research project about the prevention of the students’ deviant behavior in the educational institutions in Russia and Bulgaria. It considers the necessity of realizing the elective social and psychological and pedagogical technologies of preventing the deviating conduct of the younger generation activity. The article regards the aspect analysis of the scientific, methodological and practical problems and achievements in the field of the deviantology. It is proved the necessity to combine the efforts of the professional community to solve the actual problems of the social and psychological and pedagogical support of children from different risk groups. The article authors justify the importance of developing the scientific approaches to create the criteria model for classifying the modern systems of upbringing at Russian and Bulgarian schools and efficient programs of preventing the deviant behavior in children and youth environment. These schemes are based on the principles of the system, the complexity, the regularity and the targeting interrelation between all the subjects of the preventing activity in educational organizations with different systems of upbringing.

Keywords: Educational organization; system of upbringing; student deviant behavior; prevention; technologies, methods, means and forms of prevention; types of prevention programs.

1 INTRODUCTION

The prevention problem of the deviant behavior of children and youth is a fundamental interdisciplinary issue. The programs of developing the state youth policy in Russia and Bulgaria define it as the priority and the success of realizing it influences on the strategy of the advance state development (in some certain regions) and the population life quality.

The intensifying trends of the modern culture “to isolate the child’s and youth subculture from the adult’s world” and the insufficient account of the personal development psychological mechanisms and of the aged peculiarieties oah the children and the teenagers in school practice increase the risks and create the threats to occur the new types of the students’ deviant behavior.

It is known the deviations are the dangerous and firm phenomena in a man’s behavior and their prevention supposes the system and complex approach in arranging the special events on the level of state and society and includes the legal, economic, medical, culturological, national and ethnic, social and psychological, pedagogical, organizing and administrative aspects.

The relevance of the developed program of the system preventing the deviation in the social environment is determined with the actions mismatch of various social institutes and organizations of the education system. At schools there is authoritativeness, an excessive administration and a bureaucratization of educational process management. It is not enough to develop the students skills of the activity self-organization and self-regulation of one’s behavior at school and social environment in general it does not allow to claim the presence of the necessary social and psychological conditions to realize efficiently the programs of preventions of the children and youth deviations. From our point of view, supplying the effectiveness of the work on prevention of the students deviant behavior is done in those educational institutions where there are the successful programs that are suitable to different
systems of upbringing, where there are the elective approaches to arranging the schoolchildren education, the diversity of technologies and methods to implement the humanistic goals of the educative work with the students.

2 THEORETICAL FOUNDATION

The psychological and pedagogical investigations consider the main content statements of such categories as "students deviant behavior", "school system of upbringing", based on the various concepts of development, bringing up and children socialization.

The main idea of the deviant behavior problem is regarded meaningfully in psychology and pedagogics.

However in spite of a great number of interdisciplinary theoretical and practical investigations this issue is in the category of more uncertain, more difficult and extremely relevant [1], [2], [3], [4], [5].

The crisis phenomena of the principal upbringing institutes do not frequently let to realize successfully the educational purposes in school practice. As a result the students demonstrate deviant behavior more often at school and in social environment and new types of deviations and children and teenagers destructive reactions in interpersonal relations appear.

In particular, the deviance of a growing up child – a schoolchild – is showed in such logical sequence – social and psychological disadaptation – early deviant behavior – risky behavior (train surfing, roofing, digger, stalking, dangerous selfie) – suicide (self-harm) behavior – addicted behavior – aggressive behavior – delinquent behavior [6], [7].

The theoretical and methodological and the applied psychological and pedagogical investigations of Russian and foreign researchers reveal the essence and diversity of deviations demonstrations of modern children and youth (V.I. Dobrenkov, V. Zlatanova, E.V. Zmanovskaya, I. Zographova, I.S. Kon, Yu.A. Kleiberg, P.T. Turin, A.A. Rean, V.G. Stepanov, M.V. Firsov, I.A. Furmanov and others). The analysis of modern challenges and threatens to social and psychological security of development and upbringing of a growing up person takes an important place in the scientific literature (I.A. Bayeva, Ye.N. Volkova, V.V. Kovrov, G.S. Kozhukhar, Ye.B. Laktionova and others). It is underlined the tendencies of aggressiveness growth, of teenagers’ aggressive and asocial behavior (N.V. Dvoryanchikov, S.N. Yenikolopov and others). The mentioned problems are kept up by the Bulgarian scientists (T. Demireva, S. Budeva, A. Gorbachova, V. Zlatanova, Y. Zographova and others). These researchers actualize the necessity to develop the modern approaches to prevention of children and youth deviant behavior in different social environments. They describe the new requirements to the specialists engaged in work with adolescents and youth having a deviant illegal behavior, in work with children who are victims of criminal assault and bullying, with children from social vulnerable groups who are in difficult life socially dangerous and legally important situations.

There are still some significant ideas of such Russian pedagogues and psychologists as F.F. Brukhovetsky, P.P. Blonsky, A.S. Makarenko, V.A. Sukhomlinsky, S.T. Shatsky and others in in the historic and pedagogical heritage. The unique experience of the practical activity is represented by the scientific schools such as I.P. Ivanov, O.S. Gazman, I.A. Kolesnikova, V.A. Karakovsky, Yu.S. Manuylova, A.V. Mudrik, L.I. Novikova, N. Ye.Schurkova, N. L. Selivanova and others.

The conceptual statements are presented in the theoretical justifications of designing the system of upbringing in the various social and pedagogical practices which reveal the social and psychological mechanisms of managing this phenomenon. Taking into account of the technologies to organize the specialists’ activity at schools of different types it is considered the methodic aspects of functioning the systems of upbringing, their structure, their forms, their methods and result conditions.

The historical analysis of the investigations allows highlighting a number of concepts describing the following phenomena “educational system”, based on the key notions: “system organization” (Yu.L. Sokolnikov), “system designing” (L.I. Novikova), “system formation” (Ye.N. Baryshnikov, I.A. Kolesnikova, N.F. Radionova), “system engineering” (A.O. Kravtsov).

On the methodological level it is proved the statements to learn and to estimate the systems of education within the value and semantic, space and time and coordinating and pedagogical components that are combined dialectically while organizing the entire educational process (I.A. Kolesnikova, Ye.N. Baryshnikov). This approach is reflected, in particular, in attempts to analyze the specificity of exact upbringing directions in modern conditions: the state of spiritual and moral
development and civil patriotic education, the formation of humanistic worldview (A.I. Vdovin, N. L. Zelenkova, V.V. Ivaschenko, V.V. Makarov and others). The investigations pay attention on various aged groups of the students including student youth who are the subjects of the variative programs of the specialized activity in the framework of functioning the upbringing systems of the educational institutions (A.V. Petrova, I.E. Merenkov and others).

Meanwhile there is no clear vision on modern typology and classification of the upbringing systems (Russia, Bulgaria) because of the evolution of the social and politic, economic, demographic, cultural and historic, national and ethnic changes in the world and certain countries, because of increasing the impact of modern social and cultural factors on school environment and upbringing systems.

3 METHODS

3.1 Purpose and objectives of the project program

In 2019 (the project period 2019-2021) the group of Russian and Bulgarian scientists started the scientific and research project aimed at the theoretical approval, development, approbation and implementation in modern educational practice of the various programs that influence positively on the dynamics of demonstrating the students deviant behavior in educational organizations with different upbringing systems in Bulgaria and Russia.

The purpose and novelty of the investigation is to show the interrelations between school upbringing systems and students deviant behavior demonstration and it supposes the following:

- to learn and to classify the new types of upbringing systems in educational institutions that function in changing dynamically social and cultural conditions of Bulgaria and Russia;
- to reveal the new kinds of he students deviant behavior and the specificity of its showing in school and in social environment;
- to develop the relevant programs of the deviant behavior prevention within the students interpersonal relations that are correspondent to modern challenges and threatens to schoolchildren development and socialization.

The research program is primarily based on the core scientific approaches in psychology and pedagogics:

- structural one (allows to learn and to describe the interrelations between the components of the investigated phenomenon – the students deviant behavior and forming the qualitative characteristics of different upbringing systems);
- systemic one (lets to learn the integrity of the object interrelated characteristics and the subject area of the investigation);
- integrative one (permits to provide the qualitative transformation of the students deviant behavior prevention and the development of elective preventing programs);
- personal one (supposes the personal oriented interrelation between all the subjects of the upbringing school system including the students with diverse deviant behavior demonstration);
- instrumental and assisted in the perspectives used in the planned psych diagnostic investigation.

The objectives of the research project:

1 to explore the essence and the peculiarities of modern upbringing systems in educational organizations of Bulgaria and Russia as a social and pedagogical and psychological resource for providing the quality of the students deviant behavior prevention in educational and social environment; to develop the typology of the education systems;

2 to give an expert assessment to the quality of structural components of the upbringing systems, to reveal the disadvantages of resource supplying of their functioning and to make the comparative analysis of different upbringing systems in the education institutions of Russia and Bulgaria;
3 to justify the social and pedagogical and social and psychological conditions of the efficient functioning of the education institution upbringing system as the supplying resource of the effective students deviant behavior prevention in educational and social environment;

4 to learn the new types of the students deviant behavior, to discover the peculiarity of their demonstration in school and social environment;

5 to develop and to test the relevant elective programs for decreasing the schoolchildren deviant behavior and its prevention for diverse upbringing systems in education institutes in Russia and Bulgaria.

The applied objectives of the scientific and research activity are to create the necessary organizational and pedagogical and psychological conditions, to develop the social and pedagogical technologies (methods, techniques and means to influence) aimed at harmonization of interpersonal relations and at decreasing the students deviant behavior demonstration in school and social environment.

3.2 Measures

There are theoretical and empirical methods used in the investigation. The theoretical ways (such as theoretical analysis and synthesis, building of hypothesis, design, modeling, SWOT-analysis) are implemented during investigations that exist in educational process of the students deviancy in the educational environment.

The empiric methods are presented as the quiz, the interview, the comparison, the estimation methods, the methods of measuring and controlling, the methods of content-analysis, the survey. In particular, there will be the developed author’s quizzes, expert estimations.

In order to check the deviant behavior manifestation and to reveal the new types of the deviation it is used the proven psych diagnostic methods that are valid and reliable. There are the following methods of diagnostics used: the methodology of checking up the security of the school education environment (I.A. Bayeva), the questionnaire to learn the features of students activity at school (V.V. Kovrov, G.S. Kozhukhhar, N.T. Oganesyan, [8], [9]), the technique of observing the addiction to the deviant behavior (A.N. Orel), the technology of defining the level of forming the social and oriented activity in teenagers group (V.M. Sergeev), hostility pharisaic virtue scale by W. Cook – D. Medley, Buss-Durkey Inventory to diagnose the aggression (A. Buss – A. Durkey, adapted by A. K. Osnitsky). Also we will apply the methods of mathematic statistics to work up the received empiric data (the descriptive statistics, the frequency analysis, the correlation analysis, the factor analysis, the dispersion analysis, the regressive analysis and others), that are meant to solve the given tasks (programs Excel, SPSS, Statistica).

3.3 Sample

It is planned to hold the investigation at ten different secondary education institutions in Russia and Bulgaria and will allow Russian scientists to meet the experience of functioning the upbringing systems in Russia (education organizations of Moscow regions, Saint-Petersburg, Nizhny Novgorod, Kirov, Republic of Crimea) and education establishments in Bulgaria. In particular, with the experience of the Bulgarian schools (the city of Blagoevgrad) included in the list of the innovation organizations of 2018/2019 academic year by the Ministry of Education of the Republic of Bulgaria (order of the Ministry of Education of the Republic Bulgaria № 471 dated on July, 9 2018): Sofia, Blagoevgrad, Gotse-Delchev, Razlog, Ablanitsa.

All the mentioned education institutions have an innovation practice to arrange the educational activity with the students. They create all the conditions to develop the elective upbringing systems, they work on preventing the students deviant behavior in these establishments and in the social environment.

4 EXPECTED RESULTS

To develop the programs of reducing the deviant behavior demonstrations it is planned to use the modern methods of the active and interactive teaching and the techniques, means and technologies selected according to the revealed problems.

The social and economic modernization in Russia and Bulgaria led to the evolution changes of the upbringing systems in education institutions and also to students’ ideals and values. Nowadays the schoolchildren values require social and psychological and pedagogical correction according to humanistic trends, ideals and national and cultural tradition. It proves the necessity to organize the
goal-oriented scientific and research activity in learning the process and the content aspects of implementing the elective programs in schools for preventing the schoolchildren deviant behavior in the society. Meanwhile the election of these programs is determined with the features of the “upbringing system” of a school and with the quality of the education work with students.

In present one should state that the mass education practice often falsifies the main idea of “school upbringing system”. However, this notion underlines the presence of dialectic interrelation between the defining attributes of this pedagogical phenomenon and its structural components such as according to L.I. Novikova: the aims, the activity, the system of relations, the external social environment, the managing mechanisms [10], [11].

From our point of view, the system of upbringing at school is a basic resource of efficiency to lessen the level of the students deviant behavior demonstration and its prevention, of decreasing the risks and threats to show different types of schoolchildren deviation, of creating and supporting the necessary social and psychological and pedagogical conditions of a child’s development security.

By contrast the notion “system of educational work” is just a system of interrelated events that are adequate to a claimed purpose of students bringing up. These two educational practices vary from each other by the content, the technologies, the forms, the methods and also by different representativity of psychological comfort and security for all the units of school education system.

We suppose the efficiency of the school children deviant behavior prevention will be provided under the conditions:

- when the students and their parents, the teachers become the components of a school educational system and its modern updating according to the changing objective and subjective conditions and factors that influence on it;
- when the upbringing events are designed taking into account of social and pedagogical and psychological mechanisms of a personal development and aged features of children;
- if the direction of educational activity is presented as the development and the formation of a schoolchild’s personal social and psychological security interpreted as the readiness and the ability to resist and to master the negative impact of a social environment;
- if there is an integration of teaching and extracurricular activities under the conditions of safe and comfortable school environment with its social and pedagogical and psychological aspects;
- if all the necessary social and psychological and social and pedagogical conditions of personal development are created for all the units of a school educational system while choosing the social activity and the forms of participating in it;
- it is suggested the election to use the ways of constructive behavior and interrelation excluding the students deviant behavior demonstration while their developing, bringing up and socializing.

![System of upbringing events](image)

*Figure 1. Components of a school educational system.*
The implementation of this scientific and research project supposes development, testing and introduction of the elective programs of the deviant behavior prevention of Russian and Bulgarian schoolchildren into education institutions with different systems of upbringing.

Learning the experience of organizing the upbringing activity in education institutions in Russia and Bulgaria assumes to reveal social and pedagogical and social and psychological conditions for creating and evolution of unique upbringing systems of schools (as a component of the education environment). The success of the students’ deviant behavior prevention in various social environments should be provided by forming the subjective position of a child in the safe educational environment from the view of social and pedagogical and psychological aspect, by extension of its social and psychological competence and by accounting the educational environment specific features.

There are the following preliminary criteria for estimating the upbringing systems:

1. purpose of education within social and cultural context;
2. education direction as personal-oriented, knowledge-oriented or mixed;
3. dominating kind of communication: monologue, dialogue, polylogue;
4. upbringing system direction (ito a student’s personality, ito a teacher’s personality, to all the participants of education or others);
5. presence / absence of methods for collective creativity;
6. degree of orientation to the content, psychological and pedagogical, the organizational side of education system and correlation of these sides.

The scientific and applied task of the project is implemented by means of creating the necessary organizational and pedagogical and psychological conditions and also of the set of methods, techniques and ways of impact aiming at enriching the educational practice and providing the reduction of the students’ deviant behavior demonstration at school.

The project will allow to expand the scientific orientation of Russian and Bulgarian integration in the field of deviantology, in the issues of learning modern risks and threats of students’ deviant behavior in educational institutions.

5 CONCLUSIONS

As it is supposed the implementation of this project allows:

- to reveal and to describe new types of upbringing systems and their intercultural specificity within the students deviant behavior prevention by the results of the comparative analysis of Russian and Bulgarian schools;
- to develop, to test and to define the efficiency of the students deviant behavior prevention programs in educational institutions in Russia and Bulgaria;
- to reveal and to describe the levels of developing the various types of upbringing systems, to predict the peculiarities of the students deviant behavior manifestation at school, to use the developed programs for preventing the deviant behavior in order to plan the strategic evolution of an education institution and to rationalize interpersonal relations between the schoolchildren.

Also the mutual cooperation will make it possible to hold the wide-ranging survey to learn the modern state of the claimed problem as an interdisciplinary study that has not been done before in the framework of the scientific coordination of Russia and Bulgaria.

The bilateral scientific and research cooperation will assist to realize the strategy of developing science, education, youth policy in Russia and Bulgaria.

ACKNOWLEDGEMENTS

The authors express special thanks of gratitude to the group of Bulgarian researchers represented by the director of Institute of population and humanities of Bulgarian Academy of Sciences, to Yolande Zografov, the head of research department on social, labour and consultative psychology, Institute of population and humanities, PhD in Psychology, professor (Sofia, Bulgaria), to Teodor Gergov, PhD in Education and Developmental Psychology, professor of South-West University (Blagoevgrad,
Bulgaria), to Desislav Ivanov, PhD in Education and Developmental Psychology, associate professor of the Department of Psychology of South-West University (Blagoevgrad, Bulgaria) in readiness to take part in the project implementation.

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