

# Current Trends of Prevention of Delinquent Behavior of Marginal Students

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**Abstract**—The article describes the main directions of prevention of delinquent behavior of marginal students in higher education. The role of general, legal and everyday culture is shown in the study of this phenomenon.

**Keywords**—delinquent behavior; marginal students; socialization; delict

## I. INTRODUCTION

Constructive socialization of students in society involves mastering the basics of lawful, law-abiding behavior. Today's reality is that a large percentage of crime in the world falls on youth strata, which are most sensitive to many social cataclysms. The young men and girls who adhere to illegal behavior are called delinquents, their behavior is delinquent, and illegal act is a delict.

Actual problems delinquent behavior of students are studies that reveal the delinquency of marginal personalities. There are individuals who are characterized by internal social instability, as well as a behavioral strategy that threatens the well-being of other people or a social order and is criminalized.

American sociologist R. Clark considered a marginal person as a "cultural hybrid", which simultaneously belongs to two significant communities, ethnic groups or cultures differing from each other [1].

Social psychology defines marginals as individuals who are on the border between two or more social worlds, not being a member of any of them. The marginal behavior contributes to the fact that a person acquires inner freedom and grow out of control of rigid ideological stereotypes. At the same time, this behavior can initiate a person's departure from higher spiritual values and hinder the realization of his best abilities, leading to a delinquent strategy [2].

The difficulty for the marginal is that they are difficult to socialize, they are not able to fully master the cultural traditions, values and form constructive behavioral skills of the environment in which they find themselves. Transformation of a marginal person into a delinquent is a space for scientific

research of many sciences, including psychological and pedagogical ones. [13–15, 21]

Considering the determination of delinquent actions, scientists analyze the integrative influence of exogenous conditions and endogenous causes that provoked illegal behavior. It seems to us that in each specific case we are talking about the symbiosis of a number of factors. At the same time, we highlight the general trends in the formation of student delinquent behavior. In particular, delinquent deeds of the marginalized are determined by the state of social conditions: multi-level social processes. First, it is the imperfection of the legislation, powerlessness of power, social tension, low quality of life of the population.

The tendency of society to form negative attitudes is the next social cause of delinquent behavior of marginal personality. There is a vicious circle principle: initial, random crime leads to punishment, which subsequently has an impact on social adaptation as a result of the label "offender" and the accumulated socio-economic difficulties form of the marginal delinquent personality that reinforces the wrongfulness. The vicious circle that arises has a negative impact on both the individual and on those around him.

Personal determinants of illegal behavior are of great importance for the socialization of marginalized and are interesting for psychologists and teachers.

Formation of personality occurs in the activities, actions, actions of a person. Communication of a person with an environment and people is manifested in the needs of a material and spiritual nature. A person is judged on the basis of his actions: what is he indifferent when he is happy about what underlies his plans. The symbiosis of basic attitudes towards the world, people and oneself forms the moral position inherent in man. Its strength is determined by consciousness, when personal values are considered as conscious general semantic formations [3].

According to Spinoza B., the motives of human behavior, interactions among themselves, can be ambivalent, to the extent that a person sometimes does not know where to turn. The ratio

of positive and negative results of actions in relation to needs form an emotion, due, on the one hand, to endogenous motivations, and on the other, specificity of external circumstances, therefore, sources of emotions and feelings are real-life objects and phenomena, activities performed, and also happening in mentality and the body.

Dissatisfaction with need leads to such a negative state as frustration, aggression, and dysphoria, in which a person tries to satisfy an immediate need. If this attempt is not crowned with success, psychological defense mechanisms are activated, which reduce the intensity of mental states and reduce the likelihood of chronic distress.

The structure of behavioral strategies mediated by the motivational properties of the individual and determined by emotional states may be different, but their organization is the same.

A practical psychologist, an educational psychologist seeking to overcome delicts in the behavior of students have to choose not offenses, not delicts, but the motives of the motives and the reasons for their occurrence as the main object of their attention. Particular attention should be paid to that period of life of boys and girls, during which their personality, area of moral preferences and the area of interpersonal relationships are formed. The method of preventive work determines the plot, the sequence of specialist actions in contact with students [13].

The fundamental concept of work on the prevention of delinquent behavior is the design of an atmosphere of prosocial dialogue and a Teacher-Student Partnership. Students must realize that they can at any time ask for help and get it.

The main principle in preventive work is not to harm, not to be late, to prevent the destruction of the personality, the emphasis on marginality, wrongfulness in general. The genesis of delinquent behavior plays a significant role in the motivation and emotions of a person, although initially this behavior is usually unmotivated. Wanting to meet the requirements of society, but not knowing how to correctly define their social roles and opportunities, without having decided on the methods of social adaptation, the young man cannot do this. The relatively rapid formation of delinquent behavior can be explained by the inherent excitability of young people, The Effects of Crowding, the liability accelerating the formation of hedonism, euphoria, carelessness.

## II. METHODOLOGICAL FRAMEWORK

In native and foreign science, there is no single approach to the implementation of the prevention of delinquent behavior of marginal students. We distinguish a number of basic methodological approaches.

The fundamental provisions of the psychological and social approach to the study of the prevention of delinquent behavior are presented in the works of E. Durkheim, T. Parsons, R. Merton, P. Sorokin, as well as the concept of social change and cultural traumas of P. Sztompka. L. G. Ionin allocates a socio-cultural performance as an important factor in the prevention of delinquent behavior. N.I. Lapin emphasizes the importance of a socio-cultural analysis of the causes and factors of delinquent behavior. The cultural approach explains the phenomenon from

the point of view of the influence of cultural stereotypes, differentiated subcultural groups from the point of view of their moral and value orientation, and is presented in the works of M. M. Bakhtin, V. L. Benin, V. S. Biblera, E. V. Bondarevskaya, V. P. Borisenkov, G.I. Gaisina, V.M. Rozina, Z. A. Mol'kova, W. Miller, E. Sutherland, A. M. Yudin, etc. The methodological principle of the unity of the culture of society and education allows us to present a model of delinquent practices of transformation delinquent subcultures in the value-normative basis of the whole of society and thus to carry out the study and the development of preventive policies of this phenomenon.

Separately, we highlight the theory of G. Becker's stigmatization, in which the researcher represented delinquency as a kind of "stigma", which students, having influence, put on the behavior of less protected groups of students, provoking bullying. Among students, stigmatization is common and important, as the opinion of peers, the effect of imitation of others, incomplete socialization, rapid excitability of young people, liability have a very strong impact on students according to the scientist. Criminological approach presented in the studies of J. Taylor and W. D. Yang, allows you to explore delinquency as a result of opposition to social norms. It should be a psychological and pedagogical approach, in which researchers present the results of theoretical and practical work on the prevention of delinquent behavior. Significant contribution to a research of problems of delinquent behavior, including children, adolescents, youth, and socio-cultural conditions that determine social deviance, introduced by V. A. Averin, A. A. Baimbetov, Yu. N. Dorozhkin, E. V. Zmanovskaya, S. A. Zavrazhin, P. F. Lesgaft, A. M. Ovchinnikov, L. K. Fortov.

## III. RESULTS AND DISCUSSION

The aim of this article is to reveal the forms, methods, means of prevention of this behavioral strategy. An important role in the prevention of delinquent behavior of marginal personalities is played by sports and physical education. Researchers propose various means and methods to form physical-sports motivation. At the same time, these studies do not always take into account the behavior of normal, marginal delinquent individuals. The impact of physical-sports motivation on the consciousness of a marginal person is often ambivalent to the laws of the development of the psyche. Encouraging such a young man to engage in systematic sports, explaining how useful and necessary it is further will not have the desired effect. The verbal suggestion of a young man and a girl from a social risk group, how useful it is to play sports, can not be compared with Skinner's behavioral concept (experienced operational reinforcement). In some cases, it is enough to organize a camping trip with overcoming obstacles that require the manifestation of physical qualities, when young people on their own experience become convinced of the need for physical improvement. It seems to us that the creation of positive emotions when affecting the subconscious mind through school subjects containing the categorical apparatus of physical culture and sports is a successful direction in the development of motivation for physical education classes and sports for marginal personalities.

Content plays a significant role in the upbringing of students. It makes it possible to actualize in the minds of students the concept of physical culture and sports, their significance in a person's life and form a positive attitude towards physical culture and sports. Physical education and sports competencies generated by marginal personalities allow them to imagine the motivation to improve their own body. Since in adolescence the leading activity is communication with one's own kind, special attention in shaping and strengthening motivation to physical culture and sports is given to strengthening constructive interpersonal dialogue, creating a favorable psychological atmosphere in the team.

In process of systematic participation of troubled boys and girls in sports competitions, an effective means of strengthening sports motivation are motivational trainings dedicated to intrinsic motivation, achievement motivation, and strengthening social maturity. In addition, in working with the training of causal schemes, the young man's perception of his defeats acts as the leading determinant of his subsequent behavior. In addition, in working with the training of causal schemes, the young man's perception of his defeats acts as the leading determinant of his subsequent behavior. The transformation of this type of perception, carried out by the coach, leads to a modification of the behavior of students in the future.

The development of motivation through the training of personal causality can be defined as the improvement in the young man of the feeling that he himself is the cause of his behavior and consequences. Using the training of intrinsic motivation, it is necessary to form the following subjective states:

1. Focus on classes that exclude extraneous thoughts and feelings.
2. Feel full involvement in sports.
3. Clearly represent the sequence of its activities, clearly aware of the goals, objectives, means to achieve the goal.
4. Neutralize frustration, anxiety, uncertainty before the implementation of the plan.

The essence of the training achievement motivation is the formation of the desire for high results.

The underlying determinants in the system of mental regulation are emotions and motivation, which manifest themselves not only separately, but also in a tight continuum, exerting a kind of influence on the marginal behavior of a young person. Emotions are a psychological field on which grounds motivational processes take place. This suggests that in the formation of existential motivation among marginal personalities, it is first necessary to create conditions for the emergence of positive emotions of success.

In modern realities, the development of the world community, teachers and psychologists are trying to find those levers, mechanisms that are positioned as a primary need, which does not allow to behave destructively under any circumstances. Today, both domestic and foreign scientists are increasingly inclined to the fact that a decent level of everyday,

everyday culture of young people studying is the main preventive mechanism of destructive behavior not only marginal, but also non-marginal youth.

At the beginning of the twentieth century, the founder of phenomenology, E. Husserl, explored the everyday culture of students, by introducing the definition of the "vital world" (Lebenswelt). This is the space of the pre-reflective ordinariness of consciousness, an area familiar to all individuals. Research continued in the context of philosophy (B. Waldenfels, E.V. Zolotukhina-Abolina, M. Heidegger), psychology (A. Adler, L.I. Antsyferova, Z. Freud), sociology (K.G. Barbakova, N. Elias, A. Schyuts, etc.), cultural studies (V. D. Leleko, S. T. Makhlina, B. V. Markov, etc.).

The study of everyday culture as a research methodology allowed to identify a number of approaches that trigger the prevention of delinquent behavior of students:

- the phenomenological approach developed by A. Schyuts, disclosed through the installation of E. Husserl - "to the things themselves", in which the studied object is evaluated immediately. Relying on this approach will help students to avoid destructive behaviors and focus on prosociality.

- institutional approach allows to consider social institutions in the context of everyday life. The basis of the approach is the regulatory and developmental components due to the daily activities of the individual [4].

The development of interest in life is the key to successful socialization of students. Every day, a good deed is the slogan of a person positioning himself with legitimate, prosocial behavior.

- the hermeneutic (language) approach focuses on the clarification of symbols, signs and codes of everyday life, using language as a channel to help "translate and interpret meaning and signs [5]. Learning the language of culture is a tendency to prevent deviations and delinquency in everyday life.

- historical approach, which is based on the idea of the need to know microhistory, and not only of macro-history (social institutions, monarchs, wars, etc.). Within this approach, the material manifestations of everyday culture, its mental structures, the everyday life of different population groups are studied.

- the philosophical approach integrates phenomenological, existential, hermeneutic, interactionist studies of everyday life. From the point of view of philosophy, everyday culture is a form of being, one of the ways of human existence.

V. L. Benin, A. M. Yudin believe that everyday culture is helped to analyze, first of all, cultural studies, as well as sociological and dialectical approaches. [16, 17, 19]

Methodology of the study of everyday life has an impact not only on the structure of the methodological apparatus, but also on the search for the very concept of "ordinary culture". Researches analyze categories: "everyday life" (V.V. Kornev, T.V. Lavrikova, N.I. Pravovskaya), "everyday culture (V.Ya. Zvezdin, M.V. Lukov, N.V. Rosenberg)," ordinary culture" (L.E. Leukhina, A.F. Polyakov, G.P. Sidorova). The definitions presented in the studies argue that the concepts of

“everyday culture” and “everyday culture” are identical, but unequal. We share the opinion of T.V. Lavrikova, that everyday life is an idea of social relations that are emerging “here and now”; M.V. Lukov postulates that the entire culture that is actualized in the life of a person in modern realities, here and now, belongs to everyday culture” [6, 7]. Ordinary culture can be represented as one of the parameters of everyday life, along with etiquette, leisure and dress code culture. Thus, the study of the sociocultural environment, in terms of its routine, plays a very important role in developing the conditions for preventing delinquent behavior among students.

For a successful study of the everyday culture of students, it is necessary to study the everyday culture of various ethnic, religious, subcultural and social groups at specific time intervals [8]. The social group “students”, according to the researchers, has specific socio-psychological characteristics that imply the choice of a vital strategy, increased social responsibility, study as the leading type of activity, expansion of the field of communication for developing positive prosocial life strategy and the formation of protected morality in young people [18, 20].

The introduction of the category of everyday culture in pedagogy can be considered a hypostasis. On the one hand, it is culturological, psychological and pedagogical approaches that served as the foundation for understanding everyday culture of not only students, but also teachers. In this context, noteworthy is the work of A. Yu., Rozhkova, representing the analysis of the problems of the everyday culture of students of the Soviet period, which reveals the specificity of the educational process. For example, instead of the definition of “education”, the concept of “social education” was used, young people from villages and villages came to universities, and socializing paradigms changed from the peasant community, church, family to school and university [9]. Based on this, some interest are the works of A.N. Zheravina, which represent the everyday culture of youth 19th-20th and 21st centuries (the everyday life of students of Tomsk University at the turn of the 19th-20th centuries), L.N. Zorina (ordinary culture of students of the Soviet Union of the 1980s). On the other hand, the pedagogy of everyday life was one of the components of social pedagogy. Researcher O.E. Cherstvjva states that the pedagogy of everyday life studies the behavior of a person in a family environment, contributes to the development of integrative psychological and pedagogical support for families [10]. Thus, the prevention of delinquent behavior of students is impossible without a detailed study of the features and patterns of the socio-cultural environment. Everyday culture is very closely connected with everyday features that affect the choice of vital strategy of the young man. Consequently, the preventive policy will be most successful at the decentralized level, taking into account the socio-cultural characteristics of the everyday culture of villages, regions, regions, etc.

Professor T.A. Romm under the pedagogy of everyday life understands " a significant range of real pedagogical subjects, which may encounter in the process of evolution, constantly with the whole set of the world. Relations, objects, events, culture, nature "[11]. Indeed, pedagogy, as one of the most integrated scientific areas, should not only take into account the environment in which the process of socialization takes place,

but also influence it. The role of the teacher, therefore, in the process of preventing delinquent behavior of young people becomes very important. In turn, this determines the need to develop advanced training programs, specialized scientific and practical conferences for higher school teachers.

West German researcher H. Tirsha presents an original psychological and pedagogical approach aimed at studying everyday culture. As part of this approach, social pedagogy should be targeted, since it affects the creation of a regional network of organizations that are ready for the timely provision of psychological and educational assistance to young people [12].

In order to develop the general cultural competence of students, teachers come out to shape their everyday culture. One of the means is the use of the educational environment of the university. This applies to the introduction of such relevant special courses as: “Culture of everyday life”, “Conflictology”, “Culture of speech and rhetoric”, “Imageology”, “Ethics”, “Deviantology”. We believe that such a measure will contribute to the formation of a code of ethics for students, complementing the educational concept of higher education in terms of highlighting preventive measures of delinquent behavior in a separate module, through the development of new programs for both students and students. Consequently, we see a direct dependence of the influence of everyday culture on the level of delinquent behavior of students.

#### IV. CONCLUSION

We are convinced that the daily culture of the studying youth is extrapolated as a sociocultural phenomenon, a form of being of an individual. Pedagogy regards the student's everyday, everyday culture as his personal quality, which is essential for the development of self-identity and social identity for communication as an active form of interaction with society. Formation of knowledge about everyday culture among students can influence their behavior, legal and moral education, the implementation of the evohomological approach in the context of competent organization of free extracurricular time of students, when they, based on the principles of protected morality, are able to resist social deviations and delinquent behaviors, realizing prosocial life strategy.

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