

Social and Legal Aspects of the Educational Support of Adolescents with Deviant Behavior

Mukhtar A. Tolegen^a, Bolat A. Seriev^a, Ualikhan A. Akhatov^b,
Baurzhan R. Taubayev^a and Talgat T. Balashov^c

^aZhetysu State University named after Ilyas Zhansugurov, Taldykorgan, KAZAKHSTAN; ^bAl-Farabi Kazakh National University, Almaty, KAZAKHSTAN; ^cThe Eurasian Academy of Law named after D. A. Kunaeva, Almaty, Kazakhstan

ABSTRACT

The purpose of the study is to consider the problem of the organization of working with adolescents with deviant behavior through the development and implementation of their psychological and pedagogical support based on student-centered and system approaches. Holistic application of components of psychological and pedagogical support (diagnostic, developmental and correctional) we consider as an open system that interacts with the social environment. The authors determine that modern models of deviant behavior correlation ought to focus on creating the conditions that allow the child to build their own system of relations with the world, other people, himself and independently to overcome difficulties; moreover, they should include reflexive and analytical approach to the process and the result of psychological and pedagogical support. Experienced and experimental work on the implementation of psychological and pedagogical support of adolescents with deviant behavior in secondary school allowed us to make a conclusion about the effectiveness of using a specially designed program of psychological and pedagogical support of adolescent with deviant behavior with a view to its correction.

KEYWORDS

Deviant behavior, correction of adolescents, psychological development of the individual, programs of psychological and pedagogical support, diagnostics of psychological abnormalities.

ARTICLE HISTORY

Received 21 April 2016
Revised 13 June 2016
Accepted 19 June 2016

Introduction

Many children are peculiar temporary deviations from normal behavior. As a rule, they are easily overcome the efforts of parents, teachers, educators. But the behavior of some of the children goes beyond the permissible pranks and misdemeanors, and educational work with them, flowing with difficulties, does not bring the desired success (Berdibayeva et al., 2016; McCaghy, 2016). These children were classified as "difficult" or teenagers with "deviant" behavior (Suhomlinsky, 1967).

Can note that adolescents' deviance is due to three main factors: pedagogical neglect (Taylor, 2015), social neglect (Crosnoe, Erickson & Dornbusch, 2002), health deviations (Browning et al., 2013). One of the main reasons of deviant behavior of youth is disorganization of its leisure: nowadays

CORRESPONDENCE Baurzhan R. Taubayev ✉ t_bauka1114@mail.ru

© 2016 Tolegen et al. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

leisure activities of young people differ with great complexity, and have various, occasionally extremely contradictory content (Mahoney & Stattin, 2000).

The urgency of this problem is confirmed in documents of education of the Humanization of modern education keeps current the problem of psychological and pedagogical support of a child, including overcoming of deviations in his behavior (Novik & Podgórecki, 2015). Thus, the State Program of Education Development of the Republic of Kazakhstan for 2011-2020 (2010) states: "They will develop children associations on the formation of public and social activity of school children through the academic competitions and olympiads of additional education with individualized psychological and pedagogical support of each student on crime prevention and other asocial phenomena".

Despite that, in the practice of working with adolescents with deviant behavior in the modern school we can highlight the following contradictions: firstly, between the need to consider in working with adolescents with deviant behavior of its psychological and pedagogical foundations and a lack of their study (Osuhova, 2005); secondly, the need of work in school with teenagers with deviant behavior in order to overcome their deviance, on the one hand (Berdibayeva, 2016), and insufficient development of the organizational aspects of this work, on the other ("Psychological diagnostics and correction of students' personalities", 1991).

These contradictions actualize the research problem of psychological and pedagogical basics of deviant behavior and ways to overcome it.

Literature review

Currently, there is an increased interest of researchers in the problem of deviant behavior, coming from the distant past. Y.A. Komensky (1982) for the first time in world pedagogical literature not only recognizes the problem of deviance, but also classifies children by level of education and training that must be considered in education: "There are children with a sharp mind, striving for knowledge and supple; sharp minded children, but slow; children with sharp mind, seeking knowledge, but rampant and stubborn; obedient disciples and curious, but slow and sluggish, dull and over that, sluggish and indifferent; blunt with perverse and evil nature".

Completely opposite views on the problems arising in the course of the training and educational process, expressed in the writings of J.F. Herbart (1806) (1806), who believed not only to correct the deficiencies of character, behavior, but for the entire system of education and training in general need a rigorous system of control the teenagers. The system, developed by the scholar, is to suppress any individual basis of a child. The teacher should "turn students into a gray uniform mass and suppress jealousy, which is peculiar to children". Control problem consists of disciplining children, ordering their acts and desires (Herbart, 1806).

Touching on the issue of humanization, we believe that it is directly related to the problem of deviance, the causes of its appearance and ways to overcome. Greater attention should be made of N.I. Pirogov (1958) "Should we whip children and whip in front of the children?" in which fundamentally condemns the use of corporal punishment.

A.S. Makarenko (1958) believed that in the educational process in any case cannot be dismissed the punishment, but they should be excluded from the

corporal. All his teaching activities aimed at helping children who are in category of difficult. System of A.S. Makarenko is based on a favorable attitude towards any child presenting him with certain requirements and, most importantly - respect for the individual. Furthermore, the educator noted that for corrections of personality is needed joint action of the teacher and student team.

The next stage in the learning of deviancy are works of V.A. Suhomlinsky (1967), determined this as one of the most difficult problems. He stood for humane relation to a child, and against cruel unconsidered punishments.

Can note that the problem of children with deviant behavior for pedagogy is not fundamentally new. Thus, psychological basics of deviant activities were researched by M.R. Bityanova (1998), E.N. Stepanov & L.M. Lusina (2005), V.G. Afanasyev (1981).

It is pertinent to point out that psychological and pedagogical support in modern research is considered as a special form of child care, ensuring its development in the educational process (Novik & Podgórecki, 2015; Yakovleva, 2002). Under the psychological and pedagogical support they understand the working method of educator-psychologist, represented like a holistic, system-organized activity, in the process of which social and psychological and pedagogical conditions are created, for successful learning and psychological development of each child in the school environment (Yakovleva, 2011).

As M.R. Bityanova (1998) notes, support is a system of professional activity of psychologist aimed at creating social and psychological conditions for successful learning and psychological development of the individual in situations of interaction. The goal of psychological support of the individual in the educational process – promoting mental health, educational interests and disclosure of learners' identity involved in the educational process, personal development and the development of professional success, as well as the correction of all sorts of difficulties in personal development and self-development in the educational process through the support system.

Full development of the student at all levels of school life consists of two components: 1) the realization of the possibilities that the child opens this stage of age-related development; 2) implementation of the possibilities that this social and pedagogical environment offers ("Psychological diagnostics and correction of students' personalities", 1991).

N.G. Osuhova (2005), understanding the support as an integrative technology of social and psychological care of the person, "support of mentally healthy people who has at a certain stage of development of personal difficulties," emphasizes that successfully organized social and psychological support opens up the prospects for personal growth, helps a person to enter into that area of development that it is not yet available.

The idea of support as the embodiment of humanistic and student-centered approaches worked out by scholars in three main areas: 1) the value and semantic grounds of support method (Bityanova, 1998); 2) organizational models of support activities (Novik & Podgórecki, 2015); 3) the content and technology of psychological and pedagogical support (Stepanov & Lusina, 2005).

Thus, M.R. Bityanova (1998) indicates the values that the method of support underpins. Firstly, it is the value of the psychological development of a

child. Support method involves respect for the mental world of the child, his needs, especially the subjective attitude to the world and to himself. Educational process cannot grossly interfere in the course of psychological development, violating its laws. Adults supporting the child should be able to sacrifice some of the social and pedagogical purposes, if their achievement is fraught with the destruction of the inner world of a student. Secondly, it is the value of the individual child's development way. Inconsistency of individual status and age regularities and educational standards can be considered as a deviation only if it threatens the child with maladjustment, the loss of social adequacy. In other cases, it is preferred to talk about the development of the individual way of child's development having the right to existence and self-realization. Thirdly, it is the price of independent selection by the child of his career. Adults' task is to form the ability and willingness of a student to realize his capabilities and needs, and to make self-selection. Adults should not take this choice for themselves, and teach the child to set goals and achieve them, correlating them with the goals of other people and social values.

Scholars also argue that professional and personal position of school educator-psychologist, reflecting the value and semantic basics of support activities is implemented in the following principles: 1) priority goals, values and needs of the development of the inner world of the child (Suhomlinsky, 1967); 2) reliance on the available forces and potential opportunities of personality, belief in these possibilities (Muuss, 1971); 3) focus on creating the conditions that allow the child to build their own system of relations with the world, other people, himself and independently to overcome difficulties (Novik & Podgórecki, 2015); 4) security, protection of health, rights, human dignity of the child (Browning et al., 2013).

Methods

The research methodology are based on the following methods: theoretical analysis of psychological and pedagogical literature on research problem; pedagogical modeling; pedagogical experiment; monitoring the activities of adolescents; collection method of independent characteristics (pedagogical council); the study of school documentation (class journal, medical card, diaries and etc.), the study of activities' products of students; questionnaires methods: questionnaires, interviews; method of statistical processing of results.

For the purpose of diagnostics, the following methods were used: questionnaire of R.B. Cattell (1970), diagnostics level of school anxiety, success motivation, etc.

Data, Analyses, and Results

In order to sort out one of the problems posed in the research (design of the program of psychological and pedagogical support of adolescent with deviant behavior), we turned to the complex analysis of the current models of psychological and pedagogical support.

Can note that the modern systems of psychological and pedagogical support are characterized by the following organizational principles that constitute its methodological basics: 1) a comprehensive, multidisciplinary, integrative approach to the solution of any problem of child development; 2) the equivalence of programs of child's support in the problem situation and prevention programs

for problem situations; 3) guarantee of continuous support of development of the child in the educational process; 4) information and diagnostic ensuring of support process; 5) the need of social and psychological and pedagogical design in the support activities; 6) reflexive and analytical approach to the process and the result of psychological and pedagogical support; 7) focus on the job in the modern legal area.

In our opinion, three main types of organizational models of support are as follows: 1) prevention of the problem, 2) training the followed by problem-solving techniques in the process of resolving problem situations; 3) emergency assistance in a crisis situation. She identifies two kinds of support: individual-oriented and system-oriented. Last is designed for prevention problems or solving problems, specific to a large group of children.

In developing education system the distinction of correctional and developmental work becomes necessary. In correctional work the specialist of support system has a certain standard of mental development, which seeks to bring the child in developing work; he focuses on middle-aged standards of development to create an environment in which the child will be able to get the optimal level of development (Campbell, 1996). The last may be both above and below the average. Correctional work means the "correction" of deviations, and developing is the meaning of disclosure of child's potential. Herewith the developing work is performed not just as a training session of certain ability, but is focused on work with other determinants of promotion in the classroom (Yakovleva, 2002).

It is pertinent to point out that in the system of psychological and pedagogical support, along with the traditional activities considered above, is implemented such a comprehensive direction as the design of educational programs. Such opportunities opened up with a folding discrimination of training and educational programs. The educational program focuses on the mastering of knowledge and skills, on the formation, development and education of the person in its totality of cognitive, emotional, motivational and need characteristics. Thus, the educational program unlike the training must perform not only teaching, but also diagnostic, predictive, corrective functions that involve the study of starting opportunities and dynamics of development of the child in the educational process, and hence - to build a system of psychological and pedagogical support of the educational process.

The base of the educational program design for all levels of education is age-normative model of development of the child of a certain age, in which the characteristic of its development is given as a series of situations and types of development. Educational program is designed jointly by educator-psychologist and teachers.

The design process involves several steps: 1) motivational – to establish emotional contact between a teacher and a psychologists, joint discussion of the expected results and conditions for cooperation, specification of professional expectations; 2) conceptual – the disclosure of the meaning and content of upcoming work for the teacher, developing a common language, defining the role, status and general professional position of the teacher and the psychologist concerning the child, distribution between functional responsibilities, the formation of a common goal, objectives, motives, meanings of cooperation; 3) project – development of educational programs on the basis of estimated

diagnostics of available level of development; familiarization with the programs of other participants in the educational process, psychological and pedagogical training of participants in the educational process that did not participate in the drafting of the program; 4) project realization – the practical implementation of the educational program: current pedagogical diagnostics is held simultaneously with analysis and reflection of implementation process, if there are difficulties the current psychological diagnostics is performed in order to determine the cause and direction of resolution of difficulties; 5) reflexive and diagnostic – the final diagnosis, a joint analysis of the results, reflection, submit proposals for the design of the educational program of transition to the next stage of development (Berdibayeva et al., 2016; Yakovleva, 2002).

Psychological and educational support is not simply the sum of the various methods of correction and developing work with children, but acts as a complex technology, a special culture of support and assistance to the child in the task solving of development, training, and socialization. This suggests that a specialist in psychological and pedagogical support not only masters the methodologies of diagnostics, counseling, correction, but has the ability of system analysis of problem situations, programming, and planning activities aimed at their resolution, co-organizing the participants in the educational process (child, peers, parents, teachers, administration) (Bityanova, 1998).

Using the term “program” in its traditional meaning “the content and plan of activity, works” (Averincev & Arab-Ogly, 1989), under the program of psychological and pedagogical support of adolescent with deviant behavior we understand the statement of the goal, objectives, content and sequences of providing the systematic and system help of adolescents with deviant behavior in overcoming existing deviations indicating methods of working with such children at each stage of work with them.

In developing this program, we relied on the basic regulations of a student-centered and system approaches.

The student-centered approach to the implementation of the pedagogical process means the directionality at the formation of the learner as an individual, the full realization of internal resources on the basis of mutual cooperation, joint creativity of subjects of the educational process. Under this approach a person is considered by scientists as a conscious entity having a stable system of individual traits, and personality is understood as the unique identity of each person performing their vital functions as a subject of development throughout life. Student-centered approach is based on the following main regulations: 1) construction activities of participants involved in the educational process on the basis of respect for the personality, credibility, holistic view at the pupil and the teacher, focusing on the development of personality, creating situations of success; 2) to make the management of the process of education overall coordinating and motivational; 3) changing the view of the subjects of education at its role in the educational process and its management.

Student-centered approach in our study allowed us to formulate the following generalizations: 1) the teacher work with teenagers with deviant behavior should be based on identifying their individual personality characteristics, taking into account the specific situation of their personal development; 2) the work to overcome the existing deviations should be organized based on identified the positive qualities of a teenager.

Through a system approach we formulated its regulations relating to the problem: 1) the organization of working with adolescents with deviant behavior is a system, a component of which is their psychological and pedagogical support; 2) the psychological and pedagogical support of adolescents with deviant behavior is a system in which you can select the target (goals and objectives of its implementation), substantial and procedural (content and methods of work at each stage of the program) and effective and evaluative (evaluation of the results of the program) components.

So, the goal of the program – the identification of predisposition to certain deviation (difficulties appeared in reduced advancement, behavioral disorders, disorders of physical and mental health) in adolescents' behavior and eliminate the identified deviations or reduce their evidence.

The program involves the organization of work with teenagers with deviant behavior in two phases: a diagnostic and correctional and developmental. The goal of the diagnostic phase was to identify predisposition to certain deviations in the behavior of adolescents; correctional and developmental – elimination or reduction of the expression of the identified deviations through the development of the adolescent's personality and establishing appropriate relationships.

Tasks of diagnostic stage: 1) identification of adolescent deviant behavior; 2) identification of susceptibility to certain deviations; 3) determination of the degree of severity of abnormalities.

Tasks of correctional and developmental stages: 1) correction in regards to school, learning activities, and surrounding people; 2) the formation and development of adolescents' internal position of a student, including cognitive, motivational, emotional components; 3) development of personal characteristics of students, contributing to a more positive attitude towards teaching; 4) help adolescents during self-actualization; 5) formation of ability to interact effectively with others; 6) the development of ability to more successfully realize themselves in behavior and communication.

The content of the diagnostic phase includes diagnosed indicators in scales: position on social desirability; propensity for social desirability; propensity for addictive behavior; self-harm and addiction to self-destructive behavior; propensity to aggression and violence; volitional control of emotional reactions; propensity for delinquent behavior. It is provided the information about the kinds of deviant behavior: affective behavior; a tendency to aggression; asocial, immoral behavior; delinquency of a collective nature; a tendency to alcoholism. At this stage, the level of school anxiety diagnosis, diagnosis of aggression, motivation, success, value orientations.

Correctional and developmental stage supposes contactual function with deviant adolescents; development of personal peculiarities of learners conducting the formation of positive relation to teaching; helping young people in the process of self-consciousness; the formation of ability to interact effectively with others, develop the ability to successfully implement themselves in behavior and communication. At this stage apposition is set, i.e. behavior model of contact initiator causing and reinforcing the other person need to contact, continuing communication, the need for statements and reports. This model contributes to: the formation of adequate ways of behavior in different situations, the development of communicative skills and expanding forms of communication with peers; developing the ability to recognize themselves and their capabilities,

self-correction and level of aspiration, to overcome self-doubt, the development of skills of self-control, overcoming anxiety and increased fears; develop the capacity for empathy, understanding and empathy, feelings of another person.

Correctional and developmental stage also involves correction of deviations and correction of aggressive behavior. There are four of categories of children who are prone to the appearance of: 1) physical aggression; 2) verbal aggression; 3) indirect aggression; 4) negativity.

At this stage, the following correction methods: trust - teenager carries out the most significant public order from a team, in which he will be able to demonstrate their knowledge and skills; gradual domestication to the activities for the common good – instructions are repeated, complicated and motivated by their social significance; support collectivist manifestations – encouragement and approval of collective efforts of teenager when performing social work in friendly relation to those around him; mistrust - collective expresses doubts about whether or not to assign any given case to this teenage because of his negative personal qualities, prompting him thus to self-criticism; unfair work performance - the team needs to remake the work; condemning immorality of selfish attitudes and views of teenager; adolescent motivation to give an objective assessment of his act, to think about the reasons for his action collective discontent; inclusion of teenager in collective socially significant activities.

At this stage, the program also used the game correcting violations development of the subject of consciousness and communication in socially and pedagogically neglected children, technology of complex correction of aggressive behavior and various trainings.

The developed program meets the following requirements: 1) takes into account the age characteristics of adolescents; 2) combines correctional capabilities of individual work and collaborative activities of children; 3) is based on the account of psychological and pedagogical assessment when making decisions about the form and methods of correctional and developmental process.

As a whole provided assistance in compliance with adolescents these requirements ensures level harmonious development of personality, its basic structures and manifestations in activities based on the individual behavior of rates and options for personal development. Positive changes in the adolescent's personality hypothetically influence on changing the abnormalities in adolescent behavior and attitude towards their reduction or complete elimination.

For testing the effectiveness of this program psychological and pedagogical support in correctional and development work with teenagers with deviant behavior was carried out the pedagogical experiment on the basis of secondary schools of Kostanay region. The goal of the experimental work is study to test the hypothesis that work with young people with deviant behavior will be effective if it is organized under the program of psychological and pedagogical support, developed on the basis of student-centered and systemic approaches and include diagnostic and correctional and developmental stages.

According to J. Campbell (1996), in social psychology and applied research on the presence of the control group there are two types of experimental plans: 1) experimental plans that involve the use of a control group; 2) experimental plans, which involve only the experimental group.

Plan, where the control group is not used, is less prevalent. Resort to it only in cases when it is impossible to draw the experimental study of a sufficiently large number of probationers. In our case, when developing the methodology of the experiment, we rely on exactly this kind of experimental plan, as the number of deviant adolescents in schools, based on which the experiment is conducted, is small. In our research we used one of the plans of this type, which involves the introduction into the educational process the experimental group designed innovations using pre-and post cut-off criteria.

Selecting the type of experimental plan of our study, we have identified the problems to be solved in the course of experimental work: 1) determine the criteria and indicators of deviance, as well as the expression of the deviations; 2) identify in the eighth and ninth grades of students, which can be attributed to adolescents with deviant behavior; 3) in the diagnostic work on the program of psychological and pedagogical support of adolescents with deviant behavior to determine the degree of manifestation of deviations from the norm on the developed indicators of deviant behavior of adolescents; 4) implement developed program of psychological and pedagogical support of adolescents with deviant behavior (its correctional and developmental component) in working with teenagers with deviant behavior; 5) to make the final examination in order to detect abnormalities in the expression of the subjects after the correctional and development work with them under the developed program 6) to perform the interpretation of the experimental results and the data processing by methods of mathematical statistics.

The program of the experimental work is implemented in stages. First – implementation and analysis of diagnostic work. Second – carrying out the correctional and development work. Third – holding the final examination and processing of the experimental results.

For qualitative and quantitative evaluation of the researched phenomenon (manifestations of deviance) there are distinguished three criteria, each of which determined by three factors: the personal criterion (value orientation, anxiety, aggression); behavioral criterion (discipline, motivation, readiness to cooperate); criterion relations (to school, to educational activities, to peers, in family).

For each indicator are identified three degrees of manifestation of deviance: high, medium, low. High degree characterizes the most significant deviations, low - minor manifestations of abnormalities. When the expression of the deviance at each of the surveyed adolescents is determined by calculating a weighted average of all nine indicators, expressed in points. Points are assigned for each indicator based on the average score of all assessment scores obtained for all diagnostic methods and techniques that have been used to estimate this indicator.

The solving of the second and third objectives of experimental work – to reveal in 8th and 9th grades of students who can be classified as adolescents with deviant behavior, and to determine the degree of manifestation of deviations from the norm on the developed indicators of deviant behavior of adolescents, -performed on the stage of the diagnostic program. As a result, the zero section (before the correctional and development work) during examining the adolescents with deviant behavior, revealed among students of the eighth and ninth grades, the following results were obtained (Fig. 1).

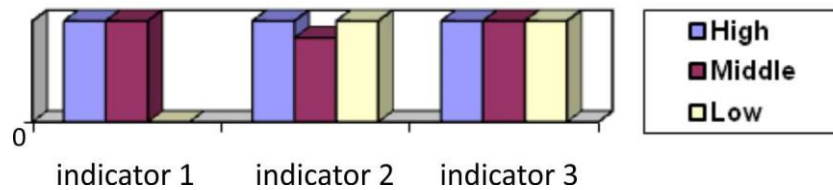


Figure 1. The results of preliminary examination of degree of manifestations of deviance among adolescents with deviant behavior

Thus, the results of preliminary examination showed that before the correctional and developmental work with teenagers with deviant behavior on such indicators as “value orientation”, “anxiety”, “willingness to cooperate”, “attitude toward school” among most tested adolescents (from 62, 5 to 75%) showed a high degree of deviance in terms of “discipline” and “motivation” high degree of manifestation of deviance was observed among all adolescents with deviant behavior, and in terms of “relationship to peers” and “family relationships” probationers were distributed evenly between the high and the middle degree of manifestation of deviance.

Low degree of manifestation of deviance in terms of behavioral criteria and relations weren’t recorded. Results of a preliminary experiment examination testifies the need of correctional and developmental work with teenagers with deviant behavior, which is held with them in correctional and developmental unit of program developed by us, described above. The final examination in the end of correctional and developmental work shows a decline in the degree of manifestation of deviance among probationers (Fig. 2).

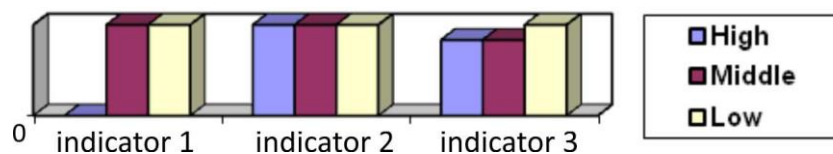


Figure 2. The results of final examination of degree of manifestations of deviance among adolescents with deviant behavior

This shows the effectiveness of carried out correctional and developmental work on the program that we developed.

Pedagogical experiment approved the efficiency of using the specially designed program of psychological and pedagogical support of adolescents with deviant behavior in order to overcome the deviance.

Discussion and conclusion

We have already mentioned that system approach is a methodological orientation in the activity in which the object of knowledge or transformation is considered as a system. In this regard, can add that proposed in the late 40-ies of XX century by L. Bertalanffy the building program “General Systems Theory” was one of the attempts of the generalized analysis of system problematics (Herbart, 1806). His definition of the system – “a set of interacting components” – is the most popular at the moment. However, most researchers fairly criticize this definition, because it does not reflect many of the essential features of the system. Thus, E.N. Stepanov & L.M. Lusina (2005) understood under the system “not just a set of a plurality of units in which each unit is subject to the laws of

cause-and-effect relation, and the unity of relations and connections of separate parts, causing the performance of certain complex function, which is only possible because of the structure of a large number of interrelated and interacting with each other elements.”

In the traditional sense of a system called “a collection of objects whose interaction gives rise to new integrative qualities, not peculiar for separately taken forming system components” (Afanasyev, 1981). Herewith the “invariant features characterized for pedagogical systems are the following: 1) the limited set of elements from the environment; 2) exists a mutual relationship between them; 3) they interact with each other; 4) the elements separately exist only because of the existence of the whole; 5) properties of the summation as a whole cannot be reduced to the sum of the properties of its constituent elements; 6) properties of the summation as a whole are not derived from the properties of its constituent elements; 7) the summation functioning cannot be reduced to the functioning of the individual elements; 8) there are system factors that combine elements and providing the above features” (Yakovleva, 2002).

M.R. Bityanova (1998) also used system-oriented method for the development of the systems of psychological and pedagogical support. The educator-psychologist solves the main three problems. Firstly, feature tracking of child's psychological development at different stages of learning (diagnostic minimum). Indicators of child development are compared with the content of psychological and pedagogical status. In case of a match it can be concluded about the prosperous development, and further development to devote to creating conditions for the transition to the next stage of age-related development. In case of discrepancy the cause is studied and the solution of ways of correction is decided. Secondly, the creation in the pedagogical environment of psychological conditions for the full development of each child as part of his age and individual features. This problem is solved by means of education, active psychological training for parents, teachers and children themselves, methodical assistance, developing psychological work. Thirdly, the creation of special psychological conditions to assist children who are experiencing difficulties in psychological development. This problem is solved by means of correctional and developmental, consulting, methodical, social and dispatching work.

A similar approach in working with adolescents with deviant behavior adheres E. I. Kholostova, stressing that the main content of a social worker with the "difficult" children and adolescents is creating an atmosphere of real cooperation and partnership relations with minors (Materials of international scientific and practical conference “Pedagogy and psychology of education”, 2012).

It is pertinent to point out that in developing the program of psychological and pedagogical support of adolescents with deviant behavior, we relied on the following principles: 1) the principle of prevention – identifying adolescents "at risk" and the organization of preventive measures; 2) the principle of systems – consistent systematic work on information accumulation, preparation of individual and group programs, correctional and developmental activities; 3) the principle of systematic – continuity of psychological and pedagogical support; 4) the principle of interaction - work is carried out collectively: it involves the administration, social worker, psychologist, teachers, parents. During

developing this program, we also took into account the basic properties of pedagogical support marked by N.O. Yakovleva (2011). She observes that pedagogical support: 1) has activity-based nature, involves the exercise of activity and influence on the supporting phenomenon; 2) is administrative in nature, provides deployment of supporting phenomenon in accordance with a predetermined optimal trajectory; 3) has an individual character; 4) functioning in the specifically built environment, defining the optimal conditions for the implementation of supporting phenomenon; 5) continuous during implementation, has a beginning and an end; 6) based on the results of monitoring diagnostics that determine the action of the teacher to support.

To sum up, one of the most effective ways of working with children with deviant behavior in order to overcome it in the conditions of a student-centered education is a psychological and educational support of adolescents with deviant behavior. Holistic use of its components – diagnostic, developmental and corrective – allows us to consider psychological and educational support as an open system that interacts with the external environment.

Experimental work has confirmed the effectiveness of the developed program of psychological and pedagogical support of adolescent with deviant behavior, designed on the basis of student-centered and systemic approaches and including diagnostic and correctional and developmental stages.

As a result, we can conclude that correctional and developmental work with teenagers with deviant behavior should be based on the preliminary diagnostics of abnormalities detected with regard to the nature and revealed deviations and individual characteristics of adolescents' personalities.

Implications and Recommendations

Current program of psychological and pedagogical support suggests along with the help of a teenager in his personal formation (including diagnosis and correction of deviations) also work to transform the social and pedagogical environment.

So, proposed model can be useful for teachers, social workers and psychologists; for scholars as a basis of their future investigations focused on the ways of correlation of adolescents' deviant behavior.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Mukhtar A. Tolegen is a PhD, Chief at the Office of Rector, Associate Professor at the Department of Criminal Law, Zhetysu State University named after Ilyas Zhansugurov, Taldykorgan, Kazakhstan.

Bolat A. Seriev is a PhD, Dean of the Financial-Economic Department, Associate Professor at the Department of Criminal Law, Zhetysu State University named after Ilyas Zhansugurov, Taldykorgan, Kazakhstan.

Ualikhan A. Akhatov is a PhD, Deputy Dean of the Faculty of Law, Associate Professor at the Department of Theory and History of State and Law, Al-Farabi Kazakh National University, Almaty, Kazakhstan.

Baurzhan R. Taubayev is a PhD, Dean of the Faculty of Law, Zhetysu State University named after Ilyas Zhansugurov, Taldykorgan, Kazakhstan.

Talgat T. Balashov is a PhD, Professor at the Department of Criminal Law and Law Enforcement Affairs, The Eurasian Academy of Law named after D. A. Kunaeva, Almaty, Kazakhstan.

References

- Afanasyev, V. G. (1981). *Society: systematic, cognition and control*. Moscow: Politizdat, 322 p.
- Averincev, S. S., & Arab-Ogly, E. A. (Eds.) (1989). *Philosophic encyclopedic dictionary*. Moscow: Soviet encyclopedia, 369 p.
- Berdibayeva, S., Garber, A., Ivanov, D., Satybalдина, N., Smatova, K. & Yelubayeva, M. (2016). Identity Crisis' Resolution Among Psychological Correction of Deviant Behavior of Adolescents. *Procedia-Social and Behavioral Sciences*, 217, 977-983.
- Bityanova, M. R. (1998). *Organization of psychological work in school*. Moscow: Perfection, 364 p.
- Browning, C. R., Soller, B., Gardner, M. & Brooks-Gunn, J. (2013). "Feeling Disorder" as a Comparative and Contingent Process Gender, Neighborhood Conditions, and Adolescent Mental Health. *Journal of health and social behavior*, 54(3), 296-314.
- Campbell, J. (1996). *Models of experiments in social psychology and applied researches*. St. Petersburg: Soc. and psychol. Center, 363 p.
- Cattell, R. B., Eber, H. W. & Tatsuoka, M. M. (1970). *Handbook for the sixteen personality factor questionnaire (16 PF): In clinical, educational, industrial, and research psychology, for use with all forms of the test*. London: Institute for Personality and Ability Testing, 97 p.
- Crosnoe, R., Erickson, K. G. & Dornbusch, S. M. (2002). Protective functions of family relationships and school factors on the deviant behavior of adolescent boys and girls reducing the impact of risky friendships. *Youth & Society*, 33(4), 515-544.
- Herbart, J. F. (1806). *General Pedagogy*. Göttingen: Johann Friedrich Röwer, 217 p.
- Komensky, Ya. A. (1982). *Selected pedagogical works in two volumes*. Moscow: Science, 422 p.
- Mahoney, J. L. & Stattin, H. (2000). Leisure activities and adolescent antisocial behavior: The role of structure and social context. *Journal of adolescence*, 23(2), 113-127.
- Makarenko, A. S. (1958). Problems of school soviet education. Lecture 3. Pedagogy of individual action, comp. Moscow: Progress, 325 p.
- McCaghy, C. H., Capron, T. A., Jamieson, J. D., & Carey, S. H. (2016). *Deviant behavior: Crime, conflict, and interest groups*. London: Routledge, 244 p.
- Muuss, R. E. (1971). *Adolescent behavior and society*. New York: Random House, 426 p.
- Novik, N. N. & Podgórecki, J. (2015). A Model of Developing Communication Skills among Adolescents with Behavioral Problems. *International Journal of Environmental and Science Education*, 10(4), 579-587.
- Osuхова, N. G. (2005). Psychological support of a family and personality in crisis situation. *School psychologist*, 9, 2-16.
- Pirogov, N. I. (1958). *Should we whip children and whip in front of the children?*. Moscow: Science, 253 p.
- Psychological diagnostics and correction of students' personalities (1991). Methodological recommendations for students of pedagogical institutes and school psychologists. Voronezh: VSPI, 366 p.
- State program of education's development of the Republic of Kazakhstan in 2011-2020. (2010) Approved by Decree of the President of the Republic of Kazakhstan from 7 December, № 1118.
- Stepanov, E. N. & Lusina, L. M. (2005). *To an educator about modern approaches and concepts of education*. Moscow: TC Sphere, 364 p.
- Suhomlinsky, V. A. (1967). *Difficult children*. Moscow: Nauka, 263 p.
- Taylor, K. (2015). *An Analysis of Personality and the Effect of Peer Influence on Deviant Behavior During Adolescence* (Doctoral dissertation). Florida Atlantic University Boca Raton, Florida, 89 p.
- Yakovleva, N. O. (2002). *The concept of pedagogical projection*. Moscow: Informative and publishing center AT and SO, 253 p.



Yakovleva, N. O. (2011). Pedagogical support as a factor of improvement the training of future teachers. *Materials of international scientific and practical conference "Theoretical and practical problems of realization of national educational initiative"*. Chelyabinsk, Russia, 211-215.