



Psychological and pedagogical areas of the educational process as components for the harmonious development of students' personality (preventing asocial behavior among the youth)

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Abstract

The experience of many educational institutions shows that such spheres of students' personality as interests, value orientations, and creative abilities often stay beyond the targeted pedagogical and psychological influence. The significance of the study presented in the paper consists in the complexity and multi-faceted character of determining the psychological, pedagogical and social development of students. The paper presents the results of the study focused on the problem of the harmonious development of the students' personality in the process of educational activity, the prevention of socially negative manifestations among students. The structure and principles of socio-psychological and pedagogical support of students in an educational institution have also been determined. The following research methods have been used: theoretical and methodological analysis of scientific literature on the research problem; empirical methods (survey, testing); methods of mathematical processing of results. As a result of the study, the conclusions have been drawn that the socio-psychological and pedagogical support of students in an educational institution represents a complex of specific social measures (economic, organizational, managerial, cultural, educational and others), implemented with the purpose of full and comprehensive development of students' personality; and also with the aim of minimizing negative social manifestations in the youth environment by identifying and eliminating the causes and conditions that contribute to destructive behavior. The educational program developed and tested by the authors was proposed as a key component in a set of measures aimed at the harmonious development of students' personality and minimization of negative impacts in educational institution including psychological and pedagogical areas of the educational process as a component of ensuring the harmonious development of students' personality.

Keywords: harmonious personality development, student's personality, value orientations, attitudes, psychological and pedagogical prevention, social and preventive activity, asocial behavior

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INTRODUCTION

The development of modern society is characterized by a number of economic, social and political problems. Along with this, the problem of preventing asocial behavior among young people is attracting more and more public attention. This is connected primarily with the growth of juvenile delinquents. At present, the percentage of crimes and delinquencies among adolescent's ranges from 15 to 20% in the general

structure of crime and increases every year (Breslav & Volkova, 2014).

The duty of educational institutions is to change the current situation of socialization of the growing generation, since it is the educational institution that is

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the primary institution that is responsible for socialization of the individual. The improvement of preventive training is a priority objective of educational institutions in the framework of the preventive measures of deviant behavior forms among students. However, comprehensive psychological and pedagogical preventive measures against asocial behavior of students are not practically conducted at present in educational institutions. At the same time, modernization of the educational process is taking place in Russian educational institutions, during which the established traditions in the education and training of students are changing. Despite the positive results of the transformation of the educational system, a negative trend towards the growth of asocial forms of behavior among young students is still present in educational institutions. The increasing complexity of various negative manifestations is observed in current conditions.

Asocial behavior is a deviation from the norms of behavior and development: actions, deeds that do not correspond to the officially established or actually formed norms in a given society. In a broad sense, asocial behavior poses risk and is in conflict with social and regulatory requirements, causing social harm to society, general educational institutions and families, and in a narrow sense - behavior that does not correspond to a positive society and the norms of social behavior of students in educational institutions. Asocial behavior of children and adolescents can be expressed in the following forms: running away from home and vagrancy; various addictions (dependence on computer games, drugs, alcohol, tobacco smoking); pathological fantasies and hobbies; acts of aggression, etc. (Sokolov, 2016; Goloshumova et al., 2019a; Kalinina, 2011; Romanova et al., 2019; Salakhova et al., 2019).

The goal of psychological and pedagogical preventive measures against asocial behavior among children and adolescents is to educate and reeducate the personality of students. In preventive practice, preventive measures are the basis for reducing and overcoming asocial behavior of students in general education institutions. In this regard, in educational institutions, it is necessary to develop programs for teachers' professional training for educational institutions on the prevention of asocial behavior forms among students.

Various aspects of the legal nature regarding the policy of asocial behavior of young people, carried out at the federal level in the Russian Federation, are reflected in several federal regulatory legal documents and in federal target programs. Thus, Federal Law No. 273-FL of December 29, 2012 "On Education in the Russian Federation" (Federal Law, 2012) establishes distinctions regarding the powers of federal bodies and executive bodies of the territorial entities of the Russian Federation, defines norms in the field of protecting the

rights of students and establishes principles of interaction between educational institutions / bodies of executive power, students and their parents (legal representatives) (Sokolov, 2015).

Federal Law No. 120-FL of June 24, 1999 "On the fundamentals of the system for the prevention of neglect and juvenile delinquency" (Federal Law, 1999) contains basic concepts, and also determines the general goals and objectives of the system of measures to prevent juvenile delinquency, establishes a list of executive authorities and categories of persons in relation to who preventive measures are to be taken. The experience of developing a comprehensive system of measures to prevent asocial behavior of adolescents at the federal level was first implemented in the framework of the Federal Target Program "Prevention of Neglect and Juvenile Delinquency" for 1997-1998 (in section II "Prevention of Neglect and Juvenile Delinquency"). In the framework of this program, a list of measures was determined to prevent alcoholism, drug addiction and other manifestations of asocial behavior among young people, a mechanism was established to identify disadvantaged families and main risk groups, a set of measures to prevent child abuse was outlined. Some regulatory legal aspects regarding preventive measures to prevent antisocial behavior of children and adolescents were set out in the document of the Federal Target Program "The Children of Russia" (2007-2010).

At the level of the territorial entities of the Russian Federation, various regional programs are available in the field of state youth policy and improving the quality of life of children, which also establish measures to prevent antisocial behavior among various groups of young people.

One of the key conceptions of the regulatory legal acts and federal programs described above is to prevent the manifestation of antisocial behavior among various categories of children and adolescents, to reduce crime rates and cases of criminal punishment of minors (including cases of placement in minimum and high security correctional institutions). Preventive measures include various types of assistance to minors of various categories (including psychological), as well as professional training of the teaching staff of educational institutions to fight antisocial behavior among students.

An analysis of the experience of preventive activities with risk groups in educational institutions showed that for the most part, asocial groups are students aged between 14 to 17. Young people of this age have the following psychological problems:

- difficulties in the relationship of students with the people around: family, teachers, friends, classmates;
- rejection by others;
- low self-esteem;
- lack of goals in life;
- problems of self-identification (rejection of oneself, one's appearance);

- excessive emotional outburst;
- conformity of behavior (dependence on the group);
- low level of discipline;
- dominance of a feeling of loneliness;
- problems with learning.

A theoretical and methodological analysis of domestic and foreign sources on the problem of preventive measures against asocial forms of behavior among children and adolescents in educational institutions indicates that the system of education does not have a single comprehensive approach to effective psychological and pedagogical work with students in order to prevent deviant forms of behavior.

In educational institutions, preventive measures against antisocial behavior consists of four components:

- 1) educational activities of teachers;
- 2) psychological and diagnostic activities and correction;
- 3) legal education;
- 4) organization of preventive activities.

Various difficulties which students encounter greatly influence their antisocial behavior. An excessive emotional outburst, characteristic of this period of development, often leads to thoughtless and reckless actions. The lack of the correct model of behavior in various difficult situations is a big problem for adolescents. It follows from this that the school must form the correct behavioral attitudes and ensure adequate socialization. The main goal should be the formation of a multilevel process of pedagogical preventive measures. To cope with the asocial behavior of students, educational institutions need to use modern, innovative technologies.

The elimination of the causes that lead (or may lead to) students' antisocial behavior is also, an important direction of activities in preventing antisocial behavior among children and adolescents. It should be borne in mind that the choice of psychological and pedagogical preventive measures must correspond to the student's personality. The peculiarities of his behavior, lifestyle, environment, character must be taken into account (Fominova, 2012; Goloshumova et al., 2019b; Lekareva et al., 2018; Mitin et al., 2017).

The domestic system of preventive measures against asocial behavior is constantly developing, however, it includes only primary and secondary prevention measures against asocial behavior of students. However, tertiary preventive measures are mandatory for a holistic and systemic pedagogical impact.

Tertiary preventive measures are required for solving such problems as:

- prevention of a recurrence;
- prevention of harmful consequences of antisocial behavior for the student and his environment.

In addition, the professionalism of teachers and the techniques and methods they have chosen to play a

significant role in preventive work. This explains the high role of pedagogical activity in solving this problem. The preventive pedagogical activity can be effective only when they are of a national nature. Unfortunately, the measures taken by the Government of the Russian Federation have not given the necessary results yet that would provide a solution to this problem.

Thus, the analysis of the theory and practice of implementing the preventive activities of educational institutions gives grounds to assert that today it is required to develop an effective system of preventive measures aimed at eliminating asocial behavior among students.

METHODOLOGICAL FRAMEWORK

The prevention of antisocial behavior is a set of measures aimed at averting it. The prevention of asocial forms of behavior should be based on the principles of consistency, scientific approach, and social activity.

In the pedagogical practice of educational institutions, the prevention of antisocial behavior is carried out both with the students themselves and with their parents. In the activities of the prevention system staff at educational institutions (psychologist, social educator, teacher) (hereinafter –personnel of the prevention system of educational institutions), a set of methods, means and forms of work to implement the strategy of social and pedagogical activity must be used (Mitin et al., 2017).

A form is a set of techniques and means that externally express any content. Forms of moral education and educational work are options of a specific educational process, compositional construction of an educational event that promotes education and awareness (Mitina & Mitin, 2018).

Individual and group forms are used in the social and pedagogical activities of personnel of the prevention system today.

Individual forms - these are the forms that provide the choice of elements of the pedagogical system, and the pace of educational activities, taking account of the individual differences of students, the level of development of their abilities and potential capabilities.

Group forms – the forms through which the student gains experience of group interaction and develops the skills of cooperation, mutual responsibility, building interpersonal relations in joint activities (Zinnurov & Chanysheva, 2012; Osin, 2015).

Individual work on the prevention of antisocial behavior involves:

- talks with a student of a teacher-psychologist, a social teacher, a class teacher, a supervisor, the school administration;
- involvement in the creative life of the classroom, school, circles, clubs;
- identifying the causes of deviations in behavior;

- talks of the Delinquency Prevention Commission inspector;
- conducting training sessions with this category of students.

The diagnostics work with a student is conducted in several stages:

- psychological diagnostics;
- ensuring the psychological readiness of the student to change;
- the accumulation of morally positive qualities, actions by minors (stimulation of positive actions, changes, career guidance work);
- self-education.

The purpose of individual work with high school students is to provide psychological and pedagogical assistance and re-education and correction of their behavior. Initially, a psychologist must conduct a psychological diagnosis, which will allow him to understand the causes of deviant behavior. Having analyzed the information obtained, the specialist will be able to use the student's personal qualities successfully in the process of his re-education. The specialist's objective is to form positive life beliefs and to reconstruct the student's character. A special role is given to the development of communication skills, since this is the basis of the student's relationship with the group.

The activity of all staff members working in the prevention system of an educational institution is to improve the moral and aesthetic qualities of students. It is important to help adolescents develop self-education skills so that they can develop themselves independently in later life.

In individual work with a student, it is necessary to remember that it is worth considering not only the level of upbringing of the teenager himself, but also of the peers around him. In the observation process, it is worth paying attention to the behavior in the group, since it is in the reference group that the personality of the adolescent is fully unlocked.

In preventive activities, the main requirement is the correct choice of the system of measures of influence. Certain measures must correspond to a specific individual and be selected individually for each teenager. Reinforcing positive qualities and suppressing negative qualities helps to avoid unpleasant phenomena such as a recurrence of the problem. The result of preventive activities should be analyzed by a specialist for further development.

A method is a way of doing or a way of achieving a goal. In practical activity specialists of the prevention system in an educational institution use various methods. Knowledge of the methods allows the specialist of the prevention system in an educational institution to optimize his professional activities.

The methods used by psychologists should be selected in accordance with

- the problem of a high school student;

- personality traits;
- the state of relationships in the family of a high school student;
- the level of social adaptation;
- the capabilities of the specialist himself.

The diagnostic tools used by specialists of the prevention system in an educational institution are diverse and include both sociological, pedagogical and psychological techniques. All kinds of reports, certificates, tables, documents, students' medical records and other documentation are also of great interest which is always available in any educational institution.

The activities of the prevention system specialists in an educational institution are focused on identifying children and adolescents' propensity for asocial behavior, establishing the primary signs of asocial behavior, analyzing the preventive practice of asocial behavior and preventive activities with a risk group.

A specialist of the prevention system of an educational institution should take into account the experience of preventive activities which includes the education of a student as an individual, a person and a person, the natural connection of the student's asocial personality with preventive activities; the human nature of the development of students.

Students with asocial behavior are students who have not sufficiently mastered the values and social norms of society, especially in the primary group—the family, the school. Due to the complex nature of behavioral disorders, a well-organized social intervention system is required to prevent and eliminate them. One of the levels of this system is psychological support which plays a connecting role in it. It has two leading areas:

- 1) psychological prevention (psychoprophylaxis);
- 2) psychological intervention (overcoming, correction, rehabilitation). The prevention of antisocial behavior is a set of general and special measures at various levels of social organization, national, legal, social, economic, health, pedagogical, socio-psychological ones. Complexity, consistency, differentiation, and timeliness are considered as the conditions for the success of corrective work. The latter condition plays a particularly important role in working with an actively developing individual.

The prevention of antisocial behavior among students in general education institutions is a set of measures against a problem or phenomenon even before it occurs, or it is the prevention of various kinds of risk factors regarding the same issue. At its core, the prevention of asocial behavior among students should take into account both the characteristics of personality-maladaptive traits that contribute to the formation of a tendency to asocial behavior, and the micro-social environment, in particular the family, which has a significant impact on certain properties of the student's

character. Preventive activities are represented by three main areas: work with parents, group and individual correctional and developmental work, work on the development of social and communication skills of students.

Asocial behavior can be viewed from different angles. On the one hand, it is associated with the development of asocial personal attitudes and criminal patterns of behavior, on the other hand, with external or internal conflicts of a high school student in his microenvironment. Therefore, when working with a risk group of students, first of all, it is worth analyzing the typology and forms of asocial behavior: the cases caused by a certain situation, the dynamics of manifestation of asocial behavior, family-pedagogical neglect and social-personal deformation.

The effective prevention of antisocial behavior is a complex, purposeful impact, which is organized through a clear understanding of the means, forms and methods of education.

The activities of specialists of the prevention system in the context of an educational institution itself include:

- creating conditions in an educational institution that do not provoke antisocial behavior, but increase the boundaries of a safe space for a student;
- correcting family relationships;
- creating mechanisms for the activity of programs to reduce the level of manifestation and development of asocial behavior among students.

The main objective of the prevention system specialists in an educational institution when addressing asocial behavior of students is to provide timely psychological and pedagogical support to a teenager who is in a difficult life situation.

A comprehensive study of the causes of behavioral deviations, the creation of prognostic programs of activities and ways to overcome the problems of asocial children and adolescents is one of the activities of specialists in the prevention system of an educational institution. Having selected the necessary tools (pedagogical, psychological, methodological), it is possible to ensure the prevention of social and psychological problems in students and to identify children and adolescents with negative development factors.

Thus, the conducted analysis of the problem of preventing asocial behavior among young people allows us to conclude that the effective prevention of asocial behavior is a purposeful educational impact, organized with a precise and reasonable choice of forms and methods. Preventive methods and educational opportunities are much more effective than other means of prevention, since legal measures, as a rule, begin to have an impact on students only when the offense has already been committed. For legal preventive measures to be effective, students must have a legal consciousness, orientation to law-abiding behavior. The

norms of morality, law and integrity should become part of his persuasions and experience, formed as a result of educational influence.

MATERIALS AND METHODS

To solve the problem of asocial behavior of students in educational institutions and to design a program for the formation of law-abiding behavior of students, we carried out a theoretical and empirical study in the framework of the outlined range of problems. The following methods were used: the technique "Identifying the propensity for deviant behavior" by A.N. Oryol (Klejberg & Oryol, 2004) - a standardized test questionnaire designed to measure the readiness of students to have various forms of asocial behavior. The test "Propensity for addictive behavior" by V.M. Mendeleevich (2014). The obtained results of the study were mathematically and statistically processed. The study sample consisted of students from general educational institutions in Moscow (300 high school students in grades 10-11: 150 - girls, 150 - boys).

RESULTS AND DISCUSSION

According to the results obtained after applying the technique "Identifying the propensity for deviant behavior" (Klejberg & Oryol, 2004), we got the following data: 50% of students have a propensity for addictive behavior; 25% of students have a high propensity for non-conformist attitudes; 10% of learners have a propensity for risk-taking and self-harm behavior; 15% of students are prone to aggression and violence. The research results indicate that all students (100%) have certain prerequisites for the development of asocial behavior.

According to the results of the test "Propensity for addictive behavior" (Mendeleevich, 2014), the following data were obtained:

- 45% of students have a propensity for addictive behavior of moderate severity, which depends on social conditions;
- 27% of students have signs of an increased propensity for addictive behavior (above the average level), that is, they demonstrate those qualities that are more indicative of the use of psychoactive substances by them and the risk of developing psychological dependence;
- 23% of students have a low propensity for addictive behavior. This category is characterized by a low probability of the development of addiction, the lack of personal qualities that contribute to its formation;
- 5% of students have signs of a high probability of addictive behavior. The subjects showed a high orientation towards the use of psychoactive substances, a positive attitude towards addiction

and personality traits that significantly increase the risk of addictive behavior. The study found signs of a high probability of alcohol and drug addiction.

Thus, we can conclude that among students there is a high level of development and formation of asocial behavior, in particular addictive one.

In connection with the results obtained, to solve the problem of the formation and development of the asocial behavior of students in educational institutions, we have designed and tested a program of training sessions for young people aimed at preventing asocial behavior (Sokolov, 2015).

The purpose of the program is to conduct training aimed at preventing antisocial behavior among students.

Objectives:

- 1) raising the level of knowledge about antisocial behavior, its impact on the individual and society;
- 2) assistance in the formation of legal self-consciousness and self-identification in society;
- 3) increasing legal literacy and the formation of responsibility for their behavior.

End results:

- 1) understanding the essence of antisocial behavior;
- 2) formed ideas about the norms of social behavior, legal identity;
- 3) formation of sustainable models of law-abiding behavior.

The program scope: 68 academic hours.

The program includes 15 training sessions. Each lesson has its own goals and objectives. The activities are aimed at: raising responsibility for their own behavior, reducing anxiety, fighting bad habits, developing the ability to control their emotions, reducing the level of aggression, developing interaction skills, and developing self-regulation skills.

The training program is made up of several blocks:

Block 1 is directed at increasing responsibility for one's own behavior, familiarity with the legislative normative legal acts of the Russian Federation;

Block 2 is aimed at combating various kinds of dependencies;

Block 3 is focused on developing self-regulation skills, legal self-awareness, sustainable behavioral models.

Each block comprises 5 training sessions. When conducting training sessions, one should adhere to several basic rules: the principle of partner communication, the rule of feedback, confidentiality of everything that happens, respect for the speaker, sincerity in communication.

The program was tested in educational institutions of Moscow. Students who participated in empirical research, the results of which are presented above, were involved in the implementation of the program. Following the results of the program implementation, a control analysis of indicators was carried out on the

same sample. According to the results of the study, the following data was obtained:

- according to the results after applying the technique "Identifying the propensity for deviant behavior", we obtained the following data: 27 % of students have a predisposition to addictive behavior; 11 % of students have a high propensity for non-conformist attitudes; 4 % of students have a propensity for risk and behavior of self-injury; 2% of students have a propensity for aggression and violence. The results of the study show that after completing the program, 44% of all students have certain prerequisites for the development of antisocial behavior.

According to the results of the test "Propensity for addictive behavior", the following data were obtained:

- 30 % of students have a propensity for addictive behavior of moderate severity, which depends on social conditions;
- 14 % of students have signs of a high propensity for addictive behavior (above average);
- 54% of students have a low propensity for addictive behavior. This category is characterized by a low probability of the development of addiction, the lack of personal qualities that contribute to its formation;
- 2% of students have signs of a high probability of addictive behavior.

Thus, we can conclude that among the students after the training sessions, the level of propensity for antisocial behavior decreased.

CONCLUSION

The analysis of psychological and pedagogical literature in the framework of defining the essence, cause-and-effect relationships of asocial behavior indicates a variety of approaches to this phenomenon. Thus, in the pedagogical literature, asocial behavior is understood as a deviation from the social and moral norms and values accepted in a given society, social environment, immediate environment, a group, a violation of the process of assimilation and reproduction of social norms and cultural values, as well as self-development and self-realization in that society, to which the person belongs. In the psychological literature, behavior is called deviating that diverges from socio-psychological and moral norms, either as an erroneous antisocial model for resolving a conflict, manifested in a violation of socially accepted norms, or in damage to public well-being, others and oneself, this is due to its interdisciplinary nature (Fanina, 2004; Sokolov, 2017).

An analysis of the psychological and pedagogical literature of domestic specialists indicates that most often antisocial behavior is associated with problem adolescents who do not make contact with teachers. They are considered to represent a risk group. But such

behavior is not related to deviant behavior, it is not considered a tendency towards manifestations of an asocial character. The external behavioral side is not the only manifestation of antisocial behavior. The rejection of social norms and rules leads to a distortion of life values. It is necessary to study the complex of causes and motives of these social groups that reject the prevailing and established norms and values in society.

The objectives of our study included the study of the problem of preventing asocial behavior of students and substantiating the need to develop a program for the prevention of asocial behavior among minors, its development and further testing. An empirical study was conducted on the results of which the following conclusions were made:

- the majority of students are prone to antisocial behavior;
- among students in senior grades, there is a high level of aggressiveness towards each other;

- there is a high level of addictions among students;
- at present there is no unified, optimal and systematic approach to understanding the procedural structure of pedagogical prevention of asocial behavior among students in educational institutions.

The results obtained served as the foundation for the program development of preventing antisocial behavior in educational institutions. The developed program is made up a set of training sessions for students aimed at preventing asocial behavior, forming a general idea of deviations in behavior, the consequences of deviations, their impact on the life of society as a whole, as well as the formation of an introspective position of students. The testing of the developed program has confirmed the effectiveness of its implementation in educational institutions. The results of its use in the educational process show that the level of antisocial behavior among students demonstrating this tendency has decreased.

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