

Social-Psychological Impact on Deviant Behavior of an Individual

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Abstract:

Deviant behavior of an individual is regulated by various social institutions. Social influence may take the form of legal sanctions, medical intervention, pedagogical influence, social support, and psychological assistance. Due to the complex nature of behavioral disorders, their prevention and overcoming requires a well-organized system of social influences.

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Psychological assistance as one of the levels of the system under consideration plays a connecting role in it and is distinguished by a pronounced humanistic orientation. This fact is reflected in such principles of psychological work as confidentiality, voluntariness and personal interest) acceptance by a person of responsibility for his life, mutual trust, support, respect for the individual and individuality. Let's take a closer look at the two main types of psychological assistance.

Prevention of deviant behavior involves a system of general and special measures at various levels of social organization: national, legal, public, economic, medical, pedagogical, and social and psychological.

The conditions for successful preventive work are considered to be its complexity, consistency, differentiation, and timeliness. The last condition is especially important when working with an actively developing personality, for example, with teenagers. Therefore, further psychological prevention of deviant behavior will be considered more often using examples of adolescence.

WHO (World Health Organization) proposes to distinguish between primary, secondary and tertiary prevention [11, p. 160].

Primary prevention is aimed at eliminating unfavorable factors that cause a certain phenomenon, as well as increasing the individual's resistance to the influence of these factors.

Primary prevention can be widely carried out among adolescents. The task of secondary prevention is the early detection and rehabilitation of neuropsychiatric disorders and work with the "risk group", for example, adolescents who have a pronounced tendency to develop deviant behavior without currently showing any.

Tertiary prevention solves such special problems as the treatment of neuropsychiatric disorders accompanied by behavioral disturbances. Tertiary prevention can also be aimed at preventing relapses in individuals with already formed deviant behavior.

Psychoprophylactic work can be included in a set of measures at all three levels. It is believed that it is most effective in the form of influencing the conditions and causes of deviant behavior at the early stages of the emergence of problems. There are various forms of psychoprophylactic work [5, 12, 19, 24].

The first form is the organization of the social environment. It is based on the idea of the determining influence of the environment on the formation of deviations. By influencing social factors, it is possible to prevent undesirable behavior of the individual.

The impact can be directed at society as a whole, for example, through the creation of a negative public opinion towards deviant behavior. The object of work can also be a family, a social group (school, class) or a specific individual.

According to this model, prevention of addictive behavior in adolescents includes, first of all, social advertising to form attitudes toward a healthy lifestyle and sobriety.

Of particular importance is the policy of the mass media. Special programs, performances by youth idols, specially selected films – all this must have a qualitatively different level than what is currently observed.

Work with youth subculture can be organized in the form of the movement "Youth against drugs" or an action of the same name with performances by popular rock bands. It is extremely important to work in places where young people spend their leisure time and communicate. For example, mysterious people in masks may appear at a disco. At the end of the evening, teenagers can learn from them about tragic fates and experiences associated with the loss of a loved one from drugs.

Work with teenagers can also be organized on the street, for which purpose in a number of countries there is training for teenage leaders who carry out the corresponding work. This approach also attempts to create supportive "zones" and conditions incompatible with undesirable behavior. The main disadvantage of the model is the lack of a direct relationship between social factors and deviant behavior. In general, this approach appears to be quite effective. The second form of psychoprophylactic work is information. This is the most familiar direction of psychoprophylactic work for us in the form of lectures, conversations, distribution of specialized literature or video and television films. The essence of the approach is an attempt to influence the cognitive processes of the individual in order to increase his ability to make constructive decisions.

For this purpose, statistically supported information is usually widely used, for example, about the harmful effects of drugs on health and personality. Often, the information is of an intimidating nature. At the same time, the negative consequences of drug use are listed or the dramatic fates of deviants and their personal degradation are described.

The method does increase knowledge, but has a poor effect on changing behavior. Information itself does not reduce the level of deviations. In some cases, on the contrary, early familiarity with deviations stimulates increased interest in them. Intimidation can also cause cognitive-emotional dissonance, motivating this type of behavior. In some cases, information is given at the wrong time: too late or too early. For example, experience working with teenagers suggests that conversations on preventing drug-addicted behavior should be held no later than 14 years of age.

They should not contain a detailed description of drugs and the effects they produce. It is advisable to direct such conversations toward discussing the consequences of deviant behavior and ways to abstain from it, and toward developing an active personal position.

The promising development of this approach can be facilitated by abandoning the predominance of intimidating information, as well as differentiating information by gender, age, and socio-economic characteristics. The third form of psychoprophylactic work is active social training in socially important skills. This model is mainly implemented in the form of group trainings. The following forms are currently widespread. Training in resistance (sustainability) to negative social influence. During the training, attitudes towards deviant behavior are changed, skills of recognizing advertising strategies are formed, the ability to say "no" in the case of peer pressure is developed, information is given about the possible negative influence of parents and other adults (for example, those who drink alcohol), etc.

Assertiveness training or affective-value learning. Based on the idea that deviant behavior is directly related to emotional disturbances. To prevent this problem, adolescents are taught to recognize emotions, express them in an acceptable manner, and cope productively with stress.

In the course of group psychological work, decision-making skills are also developed, self-esteem is increased, and the processes of self-determination and development of positive values are stimulated. Life skills training. Life skills are understood as the most important social skills of an individual. First of all, this is the ability to communicate, maintain friendly relations and constructively resolve conflicts in interpersonal relationships.

It is also the ability to take responsibility, set goals, defend one's position and interests. Finally, the skills of self-control, confident behavior, changing oneself and the surrounding situation are vital. Finally, skills of self-control, confident behavior, changing oneself and the surrounding situation are vital.

In working with teenagers, this model seems to be one of the most promising.

The fourth form is the organization of activities that are alternative to deviant behavior. This form of work is connected with the idea of the substitution effect of deviant behavior.

For example, addiction may play an important role in personality dynamics – enhancing self-esteem or integrating into a reference environment. It is assumed that people use mood-enhancing psychoactive substances until they get something better in return. Alternative forms of activity are recognized as: knowledge (travel), testing oneself (hiking, risk sports), meaningful communication, love, creativity, activity (including professional, religious-spiritual, charitable).

This form is implemented in almost all programs of assistance in cases of already formed deviant behavior. In family education, the leading preventive tasks are the early education of stable interests, the development of the ability to love and be loved, the formation of the ability to occupy oneself and work

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