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Social Development of Adolescents with Illegal Behaviour as a Problem of Preventive Pedagogy

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Abstract

This article presents an analysis of the social development of adolescents with illegal behaviour, which is postulated by the author as a problem of preventive pedagogy. The dynamics of social development of adolescents brought to criminal responsibility which is not related to isolation from society is elicited. The influence of educational institutions on the transformation of illegal behaviour of adolescents in the legal field is shown.

Słowa kluczowe: adolescents, social development, illegal behaviour, lawful behaviour, liminal behaviour, preventive pedagogy, patterns of legal behaviour of adolescents

Social development of an individual is a structural element of their life. There is another point of view that considers social development as an autonomous and holistic phenomenon.

We define social development as follows: this is a path showing the purposeful progress of a person to self-realization in personal terms.

The methodology of studying this phenomenon is complicated due to the age characteristics of adolescents. By the age of 14 adolescents have a decrease in interest in socially significant activities as their social development in the specified period is ambivalent and discrete.

The task of parents and teachers is to see latent and potential changes in the dynamics of social development of adolescents.

In the context of our research we worked with adolescents whose social development dynamics was determined by bringing them to criminal liability not related to deprivation of liberty.

Taking as a basis the sociological method of questioning we determined psychological features of structure of the endogenous format of the behaviour presented by seven blocks.

The first block. Awareness and evaluation of social information emerging in adolescents gradually. This process can go in two directions: from the social

model in consciousness to the expected future behaviour and from the behaviour that has already happened to its legal assessment.

The second block includes fixing and forgetting of the received social or legal knowledge in adolescents. This phenomenon is associated with both personal and physiological characteristics of minors themselves and socio-psychological and pedagogical mechanisms.

The third block is aimed at the correlation of information received by adolescents about the objective reality with ideas about the proper, desirable and existing behaviour (Ovchinnikov, 2012). External information about the methods of legal behaviour transmitted through the media, the Internet, reference groups of peers is of great importance.

The fourth block creates the conditions for choosing the way of behaviour depending on the goal that teenagers put forward for themselves. Social dependence of legal behaviour is determined by the type of subject and object. Our study did not allow us to clearly verify the goals of behaviour in incapacitated adolescents, and those individuals who committed criminal offences, as a rule, hid their goals or quite consciously replaced them.

The fifth block is determined by the formation of the will, i.e. willingness to implement the chosen option of activity. This is a complex endogenous process, characteristic only of conscious legal behaviour of fully sane subjects. Sporadic elements of this phenomenon have also been observed in other categories of adolescents.

The sixth block is aimed at correcting the emotional-volitional sphere of adolescents, when new information is received or the previous one is corrected.

The seventh block is related to the structuring and transition of the endogenous form to the external behavioural level. It is performed both consciously and unconsciously.

The rate of social development in adolescents with lawful and unlawful behaviour is different. The main difference is that a minor who demonstrates legitimate patterns of behaviour implements compliance, execution, use of legal regulations.

It is quite obvious that a teenager with illegal behaviour performs the actions contradicting the law. The original concept was proposed by Professor Fortova (2007) who identified the borderline type of behaviour of adolescents is liminal, intermediate between law-abiding and illegal and expressed in the form of social action or inaction that are not illegal, but not aimed at the implementation or use of legal norms and covering the destruction of individual social regulators.

Classification of lawful behaviour of adolescents, making the basis of their social development, is based on a system of factors that determine the behaviour of an individual.

In choosing the method of studying social development of minors brought to criminal responsibility, not related to isolation from society, we realized that it is

to meet the criteria of universality and take into account the patterns specific to a particular age.

Identifying the system of determinants of lawful behaviour of adolescents, we assumed that a minor should be given an opportunity to influence the factors that determine their behaviour. Drawing on the concept of Ovchinnikov, we have also identified objective (real), relatively objective and subjective determinants.

Objective determinants of adolescent behaviour are factors that are not directly related to the emotional-volitional sphere of individuals, such as natural (geographical, physical, chemical, biological and others) and material-cultural – the results of individual activities that affect the legal behaviour of adolescents.

Relatively objective determinants include political, economic, spiritual, legal living conditions, social environment of adolescents.

The subjective determinants include factors directly mediated by the will and consciousness of adolescents, i. e. self-control, educational level, hobbies, and habits.

From our point of view the role of educational institutions and especially nurture is invaluable in shaping the legitimate behaviour of adolescents. Socialization in the family increases social immunity, social maturity and social hardening of an individual. The mechanism of social learning initiates a constructive life position of a teenager.

The thought-out educational work carried out in such symbiosis as parents-teachers-specialists of social structures, psychologists-lawyers promotes prevention of illegal behaviour of minors, levelling of dependent behaviour and social immaturity and the submissiveness.

In the modern socio-cultural situation, the prevention of illegal behaviour should be considered as a fundamental condition that reveals the personal growth of adolescents, as a method of realizing their endogenous potential, abilities and opportunities.

Literature

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