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ESTABLISHMENT OF THE SOCIO-ABNORMAL BEHAVIOUR MODEL OF TEENAGERS

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The article presents the results of a study of the phenomenon of abnormal social behaviour. Considering how predisposition social deviant behaviour abnormality diagnostically optimized as a separate a psychological phenomenon by conducting a preliminary analysis of the construct the operational. Obtained diagnostic descriptors (variables) of the study. It is shown that the stylistic features of the behaviour of social disturbance caused by teenagers negative example of parental behaviour and accepted in the family of gender stereotypes. The model of social and correction of abnormal behaviour, highlighted the psychological mechanism of correction. Practical recommendations for the optimization of correctional work with socially abnormal teenagers.

Key words: *social abnormality, gender, behaviour correction, stereotype.*

Социально аномальное поведение как психолого-педагогическая проблема обучения и воспитания подростков характеризуется особенной актуальностью. Во многом интерес к этой теме обусловлен возрастающей ролью качества образования, достижение которого невозможно, если сам обучающийся находится в ситуации конфронтации как с нормами морали, так и с окружающими его близкими людьми (учителя, родители, сверстники). Несмотря на то, что социально аномальное поведение – это сравнительно новая проблема для современной научно-педагогической отрасли, на первый взгляд может показаться, что исследование этого вопроса по своей сути является разновидностью изучения уже достаточно разработанного в коррекционной педагогике понятия девиантного поведения, тем не менее, это не так.

Ключевые слова: *социальная аномальность, гендерные различия, коррекция поведения, стереотипы.*

Кулієва Д.А. ВПЛИВ БАТЬКІВСЬКОЇ РЕФЕРЕНТНОЇ ГРУПИ НА ФОРМУВАННЯ МОДЕЛІ СОЦІАЛЬНО АНОМАЛЬНОЇ ПОВЕДІНКИ ПІДЛІТКІВ

Соціально аномальна поведінка як психолого-педагогічна проблема навчання і виховання підлітків характеризується особливою актуальністю. Багато в чому інтерес до цієї теми обумовлений зростаючою роллю якості освіти, досягнення якої неможливе, якщо учень знаходиться в ситуації конфронтації як із нормами моралі, так і зі своїм найближчим оточенням. Незважаючи на те, що соціально аномальна поведінка – порівняно нова проблема для сучасної науково-педагогічної галузі, на перший погляд може здатися, що дослідження цього питання за своєю суттю є різновидом вивчення вже досить розробленого в корекційній педагогіці поняття девіантної поведінки, тим не менше, це не так.

Ключові слова: *соціальна аномальність, гендерні відмінності, корекція поведінки, стереотипи.*

INTRODUCTION

Socio-abnormal behavior as a psychological and pedagogical issue of training and education of adolescents is determined by special topicality. Interest in this subject is stipulated to a large extent due to the increasing role of the quality of education which achievement is impossible if the learner finds himself in confrontation with both the rules of morality and with the loved ones (teachers, parents, pairs) surrounding him/her.

In spite of the fact that socio-abnormal behavior is a relatively new problem for the modern scientific and educational sector, and at first glance it may seem that the study of this question, inherently is a type of deviant behavior concept which has been already developed in correctional pedagogy, however it is not so.

THE EXTENT OF THE PROBLEM OF DEVELOPMENT

Note that the “unity” of theoretical interpretation of “socio-abnormality” and “devia-

tion” concepts leads to the fact that educators and psychologists “neglect” a whole layer of negative psychological transformations of the individual, which have been developing unnoticed and undiagnosed for years, and eventually lead to sustainable automation of deviant behaviour of teenager. Just as in medical science, it is crucial to recognize the early onset of severe illness and prevent the disease progression, it is also important in pedagogy not to miss the start of a teenager moral disease that can lead to its further moral degradation and social de-adaptation in adulthood.

Thus, the determination of the status of socio-abnormality bordering with deviant activity and the need to develop effective programs of pedagogical influence and psychological adjustment of teenagers’ behavioral abnormalities on this theoretical platform have stipulated the action-oriented importance of theoretical research in this direction. Modern school pedagogy and psychological practice are required to develop effective programs



of psycho-pedagogical correction and prevention of socio- abnormal behavior as efficient methods to optimize the training and educational process in modern school, and as a condition for a quality training of all-round harmoniously developed personality of the future adult.

First, it should be noted that the traditional problem of socio-abnormality is considered in the context of deviant status of individual, without distinguishing the socio-abnormality as a functional predisposition, without considering the socio-abnormality as a boundary between normal and deviant functional status of axiological sphere of the person keeping within the legal and medical standards [1;2;3;4].

This leads to the fact that personal and social problems of the troubled teenagers are traditionally discoursed in the context of the correction or adverse social conditions, or negative influence of parent and child interaction model. In fact, such approach means that they attempt to prevent that which has already been established: negative behavioral patterns, non-constructive axiological stereotypes and attitudes.

Consequently, trying to correct the result, we do not eradicate pedagogical reason, hereupon, without knowing the internal psychological methods; we cannot realize the most important thing: how to prevent the establishment of socio-abnormal behavior and what is the role of the socio-cultural environment and the personality of the teenager in it.

THE PURPOSE AND OBJECTIVES OF THE STUDY

Note that, the main shortcoming of theoretical indivisibility of status of “socio-abnormality” and “deviance” was manifested in the fact that such approach to the correction of personal deviations studies the components of the establishment of deviant activity as already set phenomenon, namely: studies the causes and psychological mechanism of micro-social conditions and axiological ones in personality of deviant teenager.

However, the researcher does not pay attention to the important temporary period of unformed deviance, so to say, as a predisposition to the deviation status to be established but not yet completed yet. Therefore, the ability to provide qualified psychological assistance to the teenager at this stage can be considered as an opportunity to quality prevention of deviant deformation of personality.

In this context, the aim of this article is diagnostic optimization and description of the process of establishment of the *socio-abnormal behaviour* model of the teenager under the influence of a set of sustainable intra /

inter-psychological conditions created under the influence of the parent reference group.

The study has worked out a hypothesis as gender-based socio-abnormal behaviour of teenagers is the result of the deformed axiological structure of their Self-concept which is established under the influence of parental sex-role behaviour and is characterized by certain typological emotional-dynamic and meaningful features of manifestation.

Note that, the system of parent-child relationship established in each family is considered by the psychologists as a functional basis for establishment of social response patterns for future adult personality. The life relationship model of the parents, the peculiarities of perception of the world, the ways of resolving the problematic real situations – all of this are considered unconsciously and automated by the teenager as a “appropriate” response [5, 6, 7].

The example of life relationship model of the parents in conjunction with unconditional parental authority even at preschool age lays the basic mental consciousness structure of child’s personality that mediate the experience of social interactions accumulated and assimilated by the child in unconscious and unconditional form. Even V.A. Sukhomlinsky stated the tremendous influence of the parents and their educating pedagogical impact (conversation, axiological structure, personal example, stereotypes of perception) on the establishment of the child’s personality. The educating potential includes not only the parent word which V.A. Sukhomlinsky identified with the “primary” family ideals. The great importance is how parents behave, that is, social behavior model demonstrated by them which is automated and perceived by the child in unconditionally imitative form. V.A. Sukhomlinsky called such influence as “secondary” family ideals, insisting on their critical educational role in establishment of the basic mental structures of consciousness of the child’s personality [8].

The automated basic mental structures of consciousness presented in the form of axiological orientation and the motives of actions and behavior of the teenager generated by them are inert and the structure of consciousness undergoes over the life relatively small changes.

The experience of the school psychologist in advisory practice with the families of difficult teenagers shows that this basic mental structure of consciousness of the child’s personality can be transformed and replaced by a more constructive one only as a result of a critical life experience by the teenager. Note that, under the critical life experience should

be understood the situation of high subjective importance for socio-abnormal teenager, the constructive resolution of which requires painful restructuring of subjective hierarchy of basic axiological formation and the development of new constructive patterns of behaviour on the basis of which new constructive life experience is established.

Thus, it can be argued a-priori that socio-abnormal behaviour is non-constructive form of the teenager's response to the critical challenge of the social environment, it is *bordering with deviant behaviour* of the individual, *moral and ethical sub-norm of self-representation* having the nature of deep deformation in the axiological sphere of the person, his/her interests, needs and motivations.

This behaviour is inconsistent with the concept of right and wrong, fair and unfair, honor, duty and dignity, is not consistent with basic ethical standards observed in the process of interpersonal interactions, especially within the framework of parent-child communication. At the same time, the teenager's socio-abnormal patterns of response often reflect the moral and ethical interaction model adopted in his/her family, and example of parental behaviour is often important for the teenager in difficult social situations. However, the theoretical analysis of the description of *socio-abnormal behaviour* shows that it has no a nature of causing the intentional physical or mental harm to other person, though, it has the feature of aggressiveness, marginality, and contradict ethical and cultural norms.

By virtue of the fact that *socio-abnormal behaviour* has a format of intimacy relations person of the teenager with his closest associates (social "façade" of behaviour), for this reason it is not a direct threat to the cultural and social life standards of society. It can be argued that the socio-abnormal behaviour is a private moral tragedy of the individual and his/her family environment that has not yet become a tragedy of legal, social or psychopathological format.

Taking into account the importance of the parent reference group during the establishment of the socio-abnormal behaviour model, this article presents the results of experimental study of the psychological features of influence of the types of parent-child relationship on the establishment of gender-specific behaviour of socially abnormal teenager.

METHODOLOGY

The followings have been chosen as a theoretical platform of study:

– the conditions of *system-activity* approach to understanding of personality as a subject of vigorous activity (I.D. Bekh, V.A. Tatenko, Yu.M. Schwalb, S.D. Maximenko,

K.A. Abulkhanova-Slavskaya, S.D. Maximenko, S.L. Rubinshtein);

– the conditions of the significance of communicative-congruent social relations of the individual with his/her micro-social environment as a socio-psychological basis for the establishment of a successful realization of his/her life project (K.A. Abulkhanova-Slavskaya);

– the conditions of structural and semantic, and axiological integrality of the person's view about him/herself in the temporal context (K.A. Abulkhanova-Slavskaya, V.V. Barabanova, M.E. Zelenova);

– fundamental *systemic principle of psychology on the unity of mental and activity levels of human objectification in society*. P.Ya. Galperin, B.G. Ananiev, S.L. Rubinshtein, A.N. Leontiev, L.S. Vygotsky, K.K. Platonov, V.P. Zinchenko, B.F. Lomov, and others);

– the conditions about the person as a subject of vigorous activity, the conceptual basis of the theory of psychological and socio-psychological adaptation of the person (I.D. Bekh, V.A. Tatenko, Yu.M. Schwalb, S.D. Maximenko, K.A. Abulkhanova-Slavskaya, A.A. Rean, E. Erikson);

– integrative conditions on *meta-system* nature of scientific knowledge within the *synergetic* paradigm of psychology as the integration of positivism and humanitarian paradigm [9].

Since the framework of *system-activity* approach and *synergetic* paradigm of socio-abnormal behaviour and the function of impact on the establishment of self-concept of the person are considered as a system of variability [9], then in the course of study of gender-sensitive socio-abnormal behaviour the following variability recorded in the system has been identified (diagnostic referents of socio-abnormal behaviour phenomenon):

a) values and meanings as structural components of consciousness of teenagers;

b) self-concept as a system of representation of the person as a carrier of a particular sex, gender features, socio-cultural experience, personal characteristics, subjective attitude to social norms;

c) self-esteem as a comparison of the system of subjective perceptions with the notions "I'm a real" and "I'm perfect";

d) self-image as a reflection of the integrity of the gender and social identity.

The following detailed set of systematic and recorded variables allowed during the study to influence of the parents reference group on the gender features of establishment of social-abnormal behaviour of teenager.

The diagnostic indicator allowing the systematic presentation of the process of estab-



lishment of socio-abnormal behaviour model reviewed in the study includes the following diagnostic indicators like:

- incomplete, inharmonious, inconsistent Self-image;
- contradictory conflict (negative) Self-esteem;
- unformed social identity as a system of contradictory ideas about him/herself, his/her son (daughter), student, friend, communicative partner having certain physical and psychological personal qualities;
- incomplete gender-role identity as a system of contradictory ideas about him/herself having a particular sex (gender shifts, hyper role-based social behaviour);
- contradictory, illogical and poorly regulated emotional behaviour;
- various and contradictory role-based repertoire;
- conflict interpersonal relations, their unproductivity and superficiality;
- aggressive behaviour;
- anxiety and reducing of social adaptability, infantilism of personality;
- loss of the ability of advanced meaning-making, inability to carry out prolonged the temporary regulation of their life;
- negative personality traits (laziness, lying, blackmailing hysteric-style behaviour, etc.);
- failure to effectively use their internal resources, weakening the function of reflexive self-controlling, various interests, lack of social valuable orientation;
- marginalization of the social role of the teenager.

For diagnosing the features of the influence of the parent reference group on content-dynamic characteristics of the behaviour model of the socio-abnormal teenagers, the following diagnostic tools (techniques and procedures) were used in the study:

1. *Personality questionnaire* by T.F. Liri "I'm real - I'm perfect" [10] - questionnaire of psychological and psycho-physiological characteristics of the person, which allows to make a psycho-typological portrait of the individual based on the psycho behaviour characteristics. The results of the methodology allow choosing the range of teenagers with a lower self-concept as potential or actual carriers of the socio-abnormal behaviour model.

2. *Questionnaire by S.R. Bem* [11]. This questionnaire was used in the study as a tool for quantitative assessment of the regulatory components of gender identity faced by the teenagers. On the basis of a subjective assessment of the presence (or absence) of specific indicators of masculinity (femininity) as a manifestation of the characteristics of a

person's behaviour we can come to conclusion about the existence of the following diagnostic features:

- gender progress and its type;
- strength of expression of masculinity (femininity);
- signs of hyper role-based behaviour.

3. *The method of independent expert review* [<http://studopedia.info/1-60607.html> // *Stages of the expert survey* [12]] - formal psychometric measurement method which allowed to provide the qualitative (descriptive) characteristics of the studied object in digital form (in the form of numerical values). The aim of the expert assessment is the formalized expression of objective information about the gender features of socio-abnormal behaviour among the teenagers. It should be noted that a number of personal characteristics are difficult to be validly and reliably identified and assessed by psychological analysis of documents, application forms or personality questionnaires. The question is the characteristics of such acts of motivation, responsibility, regulation of behaviour, etc. Methodologically, it is possible by applying the standardized observation as a method of independent expert review.

4. *Methods of personal differential (Adaptation by Research Institute named after V.M. Bekhterev)* [13].

It is a compact and valid tool of studying of certain properties of the individual, his/her identity and self-consciousness (and in particular adaptation and gender identity components), interpersonal relations which can be used in the socio-psychological and psycho-diagnostic activity. PD helps to get a subjective imagination about the man and others.

The method allows assessing the personal features in accordance with three classical factors of semantic differential:

- evaluation (E);
- strength (S);
- activity (A).

In the study the methodology PD is used as the primary diagnostic tool for measuring the strength and integrity of the Self-concept of the individual subjects.

Correlative analysis of the factors (C), (A), (O) allows you to understand the substantial features of the Self-concept, and the masculinity-femininity in conjunction with the results of the questionnaire by S.R. Bem and using the procedure of Freiburg Personality Inventory (FPI), a typology of personality characteristics of teenagers with social-abnormal behaviour depending on gender normativity index IS relating to their behaviour as well as characteristics of the gender representation of their parents behaviour.

5. *Freiburg Personality Inventory [Das Freiburger Persönlichkeits-inventar – FPI]* J. Farenberg, H. Selg, R. Gampel. *Authors of the method: J. Fahrenberg, R. Hampel, H. Selg. FPI Inventory (Form B)*] has been adapted and modified in the scientific cooperation with the University of Hamburg in the second half of the 20th century. This work also involved the Hungarian psychologist F. Korodi. The questionnaire measures and describes the psychological singularities of social inclusion of personality: its prevailing behavioural, emotional and motivational characteristics.

6. *Test “Life-based orientation” (LSS methodology)* D.A. Leontiev [<http://psycabi.net/>] allows to evaluate the “source” of the meaning of life which can be found in all three components of life in the future (*goals*) or the present (*process*) or past (*result*). This method was introduced in the experimental procedure due to the fact that gender features of socio-abnormal behaviour cannot be understood if we do not examine individual meanings and meaningful relation of the individual as a system of her/his life representation as a carrier of a particular sex included in the system of social relation of the society. For increasing the representativeness of the experimental findings, the methods of mathematical and statistical data processing: clustering and correlation analysis, primary descriptive statistics have been used.

RESULTS

73 boys and girls – teenagers with socio-abnormal status, participated in the study to enhance the validity of the study procedure, a group of normal teenagers (i.e. not having the status of socio-abnormality – *control* group) consisting of 40 teenagers participate in the experiment. Thus, as can be seen, socio-abnormality as defective Self-concept and value of the deep internal contradiction of the teenager’s personality (the average level of difference $\Delta_{I \text{ am real} = I \text{ am perfect}}$ according to the T.F. Liri grading scale have made at least 5–6 points) is more common for teen boys. Boys accounted for 64.4% of the total sample, girls – 33.6%.

Such gender imbalance is explained by the mental characteristics of the parental upbringing of the younger generation in the traditional Azerbaijani society: girls are culturally oriented in the spirit of national and family traditions and as a result, are less susceptible to negative socio-cultural influences both in the family and its beyond.

The adopted female role is often transferred to the girls by older women and reflects the basic principles of traditional Azerbaijani family: the woman’s behaviour is regulated by respect for the husband, father, focus on the active role of men as the protector and sup-

port of the family. Girls are inculcated absolute value of the family, so value-sense orientation of teenage girls has traditionally focused on the priority household activity compared to production one, and it less likely provokes the establishment of socio-abnormal behaviour model than boys.

Comparison of the average level of difference $\Delta_{I \text{ am real} = I \text{ am perfect}}$ according to the T.F. Liri grading scale with a control group of teenagers “normal” and the studied “socio-abnormality” group, allows to suggest that socio-abnormal behaviour is always derived from the contradictory and conflict Self-concept and Self-esteem of the teenager. While comparing the social and cultural history of the studied “socio-abnormal” group it is possible to state that the vulnerability of the system for Self-esteem is often associated with a lack of emotional and protective functions of the family: single-parent families (34.5%), flawed parental Self-concept (56.8%), the crisis of interpersonal relations of parents (78.8%), lack of communicative culture and common cultural features of the parents (87.9%).

In general it can be argued that the socio-abnormal behaviour model among the teenagers characterized by sharp and inconsistent with the condition of emotional well-being of people around sharpening normative gender behaviour characteristics (hyper role-based behaviour of teenagers when teenage boys are hyper-masculinity and ten boys and girls are hyper-femininity) is always considered as a manifestation of socio-abnormality. Negative personal example of adults in this case, is the main condition for the establishment of socio-abnormal behaviours of teenager’s personality, as evidenced by the relatively high coefficients of correlation between the performance index K_{kor} femininity and masculinity of the parent and teenage behaviour.

Accordingly, the content-meaning, and emotional and dynamic manifestation of the hyper role-based behaviour model of girls often identical to the gender behaviour model of their mothers ($K_{\text{kor}} = 0.42$ for P-level < 0,05), for boys there is a direct positive correlation with the gender model of behaviour of their father ($K_{\text{kor}} = 0.56$ for P-level < 0,05).

Girls often demonstrate hyper role-based behaviour than boys. Behaviour with obviously hysteroid, egocentricity, deceit, capriciousness, emotional instability features was observed in 30.8% of total number of socio-abnormal female teenage girls. For teenage boys the figure was 19.2%. Application of correlation analysis and the results of the questionnaire masculinity-femininity by S.R. Bem with the results using the Freiburg personality inventory (FPI) allowed sorting the personality



characteristics of teenagers with socio-abnormal behaviour depending on the index of gender normativity IS for the behaviour of teenagers themselves, and for their parents.

Thus, the correlation coefficient (K_{corr}) between parameters of masculinity (IS_m) and femininity (IS_f) indices of the parents and studied teenagers with hyper-role-based socio-abnormal model behaviour made on average for girls $K_{\text{corr}} = 0.67$ for $P\text{-level} < 0,05$, and for boys $K_{\text{corr}} = 0.43$ for $P\text{-level} < 0,05$, that if the trend of prevailing influence of the parent reference group (parental expectations, attitudes, role patterns) against teenage boys suggests also a more active role of the influence of the surrounding teenage environment.

Boys are more affected by the teenage group expectations and often their hyper role-based model caused not only by parental example but also the membership in various teenage groups.

It should be noted that the dominant influence is substantial-semantic, emotional and dynamic characteristics of the gender of parental behaviour is maintained as in the case of progress of gender normativity (when the boys are feminine and the girls are masculine).

The study has revealed an interesting phenomenon of "gender transformation" which is almost inevitable for incomplete family situation within the society, which is characterized by gender culture by type of *normative monism* (rigid normative gender identity of socio-cultural norms of conduct of men and women: (when the men are feminine and the women are masculine).

So, in a society with a gender culture by type of *normative monism*, gender shifts always occur as a result of incomplete families and deformation of the social and cultural stereotypes of female behaviour that are inevitable in such family. In single-parent family women's traditional role becomes eclectic, woman who forced to have their own family and take care of its well-being almost become masculinized. Given that the teenager takes as a gender identity model the only available and relevant model of parental behaviour, which actually exists, it is possible to understand why the boys in single-parent families often feminized or androgenized. This is due to the lack of sample male masculine type of behaviour in the family, due to the presence of the strong domineering mother (and passive father, if full family), while girls more often in such cases are under the influence of the same factors masculinization. This independence is highlighted in the study as a *social phenomenon of "gender transformation"* which is a characteristic feature of modern metropolis for single-parent families

or families with distorted gender behaviours of parents and is to some extent an indicator of the crisis of the traditional family.

At the same time, the study found that if a significant adult is characterized by gender shifts (i.e. in case of masculine unconventional woman, and a man – feminine, you can get an idea by analyzing the results obtained by the method of S.R. Bem reflecting gender identity of the studied parents), the teenager also adopts gender-deformed model of behaviour and adopt it as his/her own scheme of interaction with others. In this case, we can say that socio-abnormal behaviour has the features of gender shift.

So, girls who mothers were masculinized, also showed a high index of masculinity according to S.R. Bem method ($K_{\text{corr}} = 0.63$, $P\text{-level} < 0,05$), boys whose fathers were feminized showed either androgyny, or low values of femininity ($K_{\text{corr}} = 0.73$ for $P\text{-level} < 0,05$).

Note that, the gender aspects of socio-abnormal behaviour are considered in in the study both actions contradicting the norms accepted in the society in terms of the conduct of men and women, which manifest in the form of imbalance of emotional processes, social exclusion, violation of self-actualization process as well as in the form of evasion from moral, ethical and aesthetic control over their own behaviour in the context of perception of their belonging to a specific biological sex and assigned to them by specific requirements of normative behaviour. Analysis of the social history of the studied teenagers showed that personal problems of the socio-abnormal teenagers are identical to psychological personal problems of their parents (76.7% of the studied ones).

Projective conversation with parents and teenagers showed that the most common problems of the teenagers with socio-abnormal behaviour include: self-esteem crisis (67.7%), lack of self-esteem (45.6%), lack of faith in their own forces, blurring their life plans (69, 8%), low communicative culture (89.8%), complexity of the relation with the opposite sex (54.7%), greed (78.7%), jealousy (34.5%), laziness (67.7%), selfishness (90%), deceit (45.5%).

All the teenagers with socio-abnormal behaviour, characterized by manipulative behaviour model are often use material" exchange relation each other when the other is valued not for the personal qualities and personal contribution to the communication but considered as a person having certain social or physical opportunities.

Thus, the socio-abnormal status of personality is always the result of deformation of social relation of the teenager. Failure to prop-

erly treat the difficulties of life is the result of weak regulatory awareness of the teenager as a result of lack of personal capabilities to implement this knowledge in real life, which is a consequence of negative life experience of the teenager and at the same time an indicator of reducing social protection and adaptive functions of the family ambiance.

Experiments able to distinguish *three types of emotional* orientation of the gender socio-abnormal behaviour of teenagers and their parents: a dominant aggressive, anxious-phobic and hysteroid-demonstrative, and two types of social regulation violations of gender socio-abnormal behaviour: the type of *social exclusion* and *social facilitation*. In such case, in more than 75% of cases, there is an absolute complementarity behaviour of parents and teenagers with socio-abnormal status, and in a group of teenagers with a "normal" status, such coincidences were fewer (24.5%). As the most common causes, we can talk about violation of the processes of early socialization and enculturation of the individual in society in the context of learning and representation by the parents to their children the deformed models of behaviour.

Comparative analysis of gender characteristics of parental behaviour patterns and value-semantic peculiarities of manifestations of socio-abnormality obtained by using the methods of T.F. Liri "I am real – I am perfect", LSS by D.A. Leonteva, Freiburg inventory, S.F. Bem "Masculinity-Femininity" showed the close relationship of these parameters (average value of the correlation coefficients between score $K_{\text{corr}}cp = 0.65$ for $P\text{-level} < 0,05$) for such indicators as the lack of intelligence in the future goals, aggression and hostility in communication, low self-esteem, high subjective dissatisfaction with oneself and the life of difficulty. These negative psychological characteristics of teenagers with socio-abnormal behaviour is also observed as a pronounced psychological characteristics

According to the results of the study, it was possible to identify three types of manifestation of socio-abnormal behaviour, which are peculiar to boys and girls.

Thus, the first typological group was called "*reflexive self-correction*" and is peculiar to boys and masculine-oriented girls. Such teenagers are characterized by developed reflective function, severe power and Self-concept activity, its integrity and completeness. In the structure of the life experience of teenagers there is a certain problematic and subjective situation which successful solution is required from teenager committing socially constructive action taken within the framework of social values and norms. Establishment of this

positive life experience for resolving the crisis situations is considered in the personal stories as a starting point of correction of their socio-abnormal behaviour. In general high rate socio-abnormality, it is possible to observe the desire of this studied typological group to improve themselves, and to correct unwanted personal characteristics acknowledged by them. This category is a promising one in respect of a favorable correction forecast and is characterized by confidential and interested relation of the parents. The second typological group was called "*reflective self-destruction*" and the teenagers' distinguishing features in this category is (regardless of gender) is a complete lack of will to correct their negative behaviour stereotypes. Aware of their negative personality and behavioural traits, this studied group did not want to deal with their negative qualities, they completely suit their real self-image, which is perfectly matched with their perfect image.

The study allowed to make sure that this category of the studied ones was quite severe in correctional respect that was due to negative social experience of their life, which is largely determined with negative samples of social behaviour of the parents. These teenagers have been faced traumatic psychosocial factors in the form of constant influence of negative parental example or examples of other adults or permanent negative impact on the teenagers' self-consciousness by the antisocial conditions.

DISCUSSION AND CONCLUSION

An interesting and unlike category was the category of teenagers with the average socio-abnormality with overall high enough performance difference between "*I am real*" and "*I am perfect*". Teenagers of this category have been identified as a group of "*protecting self-destruction*". The actual representation of these teenagers was much better than the desire to achieve the perfect image. The teenagers of this experimental subgroup tried to worsen the ideal imagination about themselves, and their such negativity and the desire to be worse in reality is the high social and psychological vulnerability of such children in the family, emotional un-regulation of their behaviour, narrow socio-cultural opportunities, and the lack of an intimate, family and social protection function.

Lack of social value, productive experience of interaction with the parents in critical situations gave rise to the illusion of helplessness, insecurity, weakness and willingness to confront the world through social opposition and demonization Self image. Narrow cultural opportunities, lack of social opportunities of the parents, instability to parents' relation are the



main problem of interpersonal interaction of the parents and social disturbance of the teenagers which may be regarded as three major negative factors that provoke the formation of socio-abnormal behaviour of teenagers.

In such case, social activity, self-confidence and the ability to build constructive relationship with others, the ability to keep the "communicative balance" to a greater extent affect the social and communicative behaviour of father rather than mother. This conclusion is confirmed by the analysis of correlations: K_{korr} "FS"¹- "gender P"² = -0,45 which indicates that if the masculinity behaviour of the father is higher, then the performance of volitional aspects of the personality of the teenager in the family will be lower, the ability of such teenager to the emotional and volitional self-regulation is worse, and his self-control is developed less, in this case, the children have more pronounced negative behavioural characteristics in comparison with the behaviour of the fathers, as evidenced by the negative coefficient K_{korr} "FS" – "I gender" = - 0,71 (the figure indicates a more dense correlation between indicators of behaviour assessment).

Such calculated correlation coefficients are evidence in favor of the conclusion that socio-abnormal teenagers are in a situation of personal crisis that they cannot successfully address without the constructive positive example of adult behaviour (father or mother). Most strikingly, this conclusion is illustrated in the subgroup of socio-abnormal teenagers with the type of behaviour "reflective self-destruction".

Conclusion: it is possible to come to conclusion that the analysis of the correlations suggests that the communication of the teenagers with socio-abnormal behaviour, regardless of gender should be characterized by superficiality, consumer-rider attitude to others, and the desire to manipulate.

These stylistic features of teenage interpersonal interactions are caused by negative example of parental social behaviour and accepted in the family having social and cultural stereotypes. Thus, it can be argued that the socio-abnormal behaviour is derived from social, cultural, personal and gender-sensitive parental behaviour that can be schematically shown in Fig. 1

Psychological mechanisms of establishment of socio-abnormal behaviour are moral act perpetrated by the parents, which reflects

¹ FS is a rate of Strength factor as described in "Personal differential". Strength Factor (FS) in the self-assessments indicates the development of volitional aspects of the personality as they are realized by the studied ones. Its high value states about self-confidence, independence, propensity to rely on their own strength in difficult situations.

² Gender P is an indicator of gender behaviour of the father in parent reference group using the procedure S.F. Bem "Masculinity-Femininity".

the parent's negative life experience, and is embodied in the basic mental structures of the teenager's consciousness.

In conclusion, note that the key moments of the subjective willingness of the teenager to correct the negative features in his/her behaviour and personality is the ability of reflection which encourages the teenager to seek a new social valuable alternative option for committing the action-choice

The study results allow to suggest that psychological and pedagogical correction of socio-abnormal behaviour is considered as a complex task, which requires, firstly, the updating of the system of parental behaviour and parental requirements, and, secondly, the close cooperation of school and family, creating socially valuable new forms of teenager activity, his/her fundamentally new productive inclusion in the system of education and interpersonal relationship, and the accumulation and understanding of social valuable experience of constructive interaction with his/her social environment.

Based on the formation of a fundamental reflection, positive self-esteem and positive self-concept as necessary and sufficient components of subjective readiness of the teenager for implementation of psycho-pedagogical correction of his/her personality by the offered five-step socio-abnormal behaviour model which we called "Five Steps to Success". This model can be used as the basis of any correctional program:

- 1) provision of rapport, and establishment of the reference group;
- 2) demonstration of the social value of response sample or behaviour model;
- 3) binding and stimulation in activity in the form of action-selection;
- 4) formation of mentally of developing environment and reverse incentive communication system;
- 5) systematic and consistent implementation of all the corrective steps.

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МОТИВАЦІЙНІ ЧИННИКИ ПЕРФЕКЦІОНІЗМУ СТУДЕНТСЬКОЇ МОЛОДІ

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У статті проаналізовано теоретичні підходи до вивчення мотиваційних чинників перфекціонізму особистості. Також представлено емпіричні результати дослідження мотиваційних факторів, що впливають на прояв перфекціонізму у студентській молоді.

Ключові слова: перфекціонізм, мотивація, потреби, установки, цінності, мотивація на успіх, мотивація уникнення невдачі, молодь.

В статье проанализированы теоретические подходы к изучению мотивационных факторов перфекционизма личности. Также представлены эмпирические результаты исследования мотивационных факторов, влияющих на проявление перфекционизма у студенческой молодежи.

Ключевые слова: перфекционизм, мотивация, потребности, установки, ценности, мотивация на успех, мотивация избегания неудачи, молодежь.

Zavada T.Yu. MOTIVATIONAL FACTORS OF PERFECTIONISM OF THE STUDENTS' YOUTH

The article is dedicated to the illumination of the problem of motivational factors of perfectionism of the students' youth. The empirical study among the students' youth was carried out aiming to enclose the motivational factors of perfectionism.

Key words: perfectionism, motivation, needs, attitudes, values, motivation for success, motivation avoidance failures, youth.

Постановка проблеми. Одним із визначальних факторів діяльності студентської молоді є її мотивація як система взаємопов'язаних між собою мотивів, потреб, інтересів і т. ін., що тісно пов'язані з такими спонукальними факторами, як цінності, установки, ідеали, переконання (Л. Божович, Л. Виготський, О. Леонтьєв, А. Маркова, К. Платонов, С. Рубінштейн, Л. Якобсон

та ін.). Мотиваційні процеси лежать в основі активності особистості, всього її психічного функціонування [3; 8; 10; 12; 13]. Ключовими вони виступають і у формуванні та розвитку схильності до перфекціонізму.

Перфекціонізм – складне, багатогранне явище, яке пов'язане з прагненням до досягнення значимих, досконалих результатів діяльності, що передбачає соціальне ви-