



Deviant Behavior of Youth in the Context of Psychology and Pedagogy

Tatyana Mikhaylovna Rozhnova, Kseniya Sergeevna Rozhnova, Svetlana Aleksandrovna Fadeyeva, Nadezhda Yegorovna Schurkova, Vladimir Mikhaylovich Litvishkov, Yelena Mikhaylovna Klimova, Irina Petrovna Ilinskaya

Abstract: Introduction. The most important national mission of any state is the formation of sustainable and healthy society. Priority object of national interests is the youth, because the future of society and state depends on the habitual behavior, lifestyle, personal qualities of modern youth. **Methods.** According to political scientists and sociologists, the criterion defining the concept of “social norm” is its impact on social welfare. If this impact is destructive and represents a real threat to the physical and social survival of a person, it is considered the boundary that separates norm from deviation. **Results.** In social pedagogy, deviant behavior is defined as the type of abnormal behavior associated with the violation of social norms and rules of behavior characteristic of the relevant age, micro-social relations (family, school) and minor gender-age social groups. Deviant behavior should be considered within the medical norm and not identified with mental illnesses or pathological disorders. Most researchers consider the violation of social norms and norms of behavior as the main criterion for deviations and consider this phenomenon in term of “adaptation (socialization) – disadaptation (de-socialization)”. **Discussion.** Deviant behavior is a type of abnormal behavior of a mentally healthy person, leading to his/her social maladjustment as a result of steady violation of social and moral norms and values adopted in a given society. The study proved that deviations are characterized by various behavioral signs (abnormalities). **Conclusion.** Analysis of psychological and pedagogical literature allowed us to identify the

following factors influencing formation and development of various deviant behavior forms: socio-economic, sociocultural, biological, psychological, pedagogical, subcultural.

Keywords: Youth, norm of behavior, deviation from the norm, classification of deviant behavior.

I. INTRODUCTION

The concept of youth is conditional and the definitions of a specific age range are variable. According to the Conceptual Framework for the State Youth Policy of the Russian Federation, youth is represented by the citizens aged from 14 to 30 years. The age of students in institutions of primary and secondary vocational education generally corresponds to the age range from 14 to 22 years old, with approximately fifty percent of the contingent being minors. Minors include adolescents aged 14 to 18 years. We proceed from the fact that a minor under the criminal legislation of the Russian Federation is a person who, by the time the crime had been committed, was older than fourteen but younger than eighteen years old.

The changes taking place today in the Russian society have sharply identified the problem of supporting adolescents inclined to deviant behavior, developing comprehensive and timely preventive measures, and rehabilitating and socializing this group of young people. Analysis of the effective preventive measures involves the precise definition of deviant behavior, its various forms and types, as well as factors contributing to deviant behavior.

In pedagogical, social, psychological and other special literature, deviant behavior of an individual is denoted by the term “deviation” (from the Latin word “deviantio”, deviation). Deviation is one of the dimensions of volatility, which is characteristic for any person and the whole surrounding world. Volatility in the social sphere is the interaction of human with the environment and is expressed in his/her social behavior. Behavior can be normal and deviant. It is not possible to draw a clear boundary between them. In this case, the source of understanding the essence of deviations is the concept of norm [1].

Translated from the Latin language, norm is a rule, a model. The sphere of human interactions is regulated by social norms. Social norm is a set of requirements and expectations that society imposes on its members in order to regulate their activities and relationships. Social norms, permeating all aspects of a person’s life, create a normatively approved field of actions, orienting individual behavior for a particular society and at a certain time.

Manuscript published on November 30, 2019.

* Correspondence Author

Tatyana Mikhaylovna Rozhnova*, I.M. Sechenov First Moscow State Medical University of the Ministry of Health of the Russian Federation (Sechenov University), Moscow, Russia.

Kseniya Sergeevna Rozhnova, I.M. Sechenov First Moscow State Medical University of the Ministry of Health of the Russian Federation (Sechenov University), Moscow, Russia.

Svetlana Aleksandrovna Fadeyeva, Institute for the Development of Education, Nizhny Novgorod, Russia.

Nadezhda Yegorovna Schurkova, Federal State Institution “Research Institute of the Federal Penitentiary Service of the Russian Federation”, Moscow, Russia.

Vladimir Mikhaylovich Litvishkov, Federal State Institution “Research Institute of the Federal Penitentiary Service of the Russian Federation”, Moscow, Russia.

Yelena Mikhaylovna Klimova, Federal State Institution “Research Institute of the Federal Penitentiary Service of the Russian Federation”, Moscow, Russia.

Irina Petrovna Ilinskaya, Federal State Autonomous Educational Institution of Higher Education «Belgorod State National Research University», Belgorod, Russia.

© The Authors. Published by Blue Eyes Intelligence Engineering and Sciences Publication (BEIESP). This is an [open access](https://creativecommons.org/licenses/by-nc-nd/4.0/) article under the CC-BY-NC-ND license [http://creativecommons.org/licenses/by-nc-nd/4.0/](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Of all the diversity of social norms, only a part of them transfers from social consciousness to individual consciousness. A person learns only those norms that are perceived by him/her as necessary for survival.

II. METHODS

Social norms are historically and culturally variable. In modern conditions of a transforming society, the problem of interpretation and application of norms is quite challenging and complex, since the regulation of these norms is guided by the predominant system of values, customs and needs. According to political scientists and sociologists, the criterion defining the concept of social norm is its impact on social and individual welfare. If this impact is destructive and represents a real threat to the physical and social survival of a person, it is considered the boundary that separates the norm from deviation.

Normal behavior implies the interaction of a teenager with a microsociety that adequately meets the needs and possibilities of individual development and socialization [2]. Normal behavior, as a rule, is understood as the normative-approved behavior, characteristic of most average people. The behavior of a teenager will always (or almost always) be normal if his/her environment is able to respond in a timely and adequate manner to the specific characteristics and special needs of his/her personality. Regulatory (standard) behavior causes the approval of others and leads to normal adaptation, but sometimes it can be devoid of individual identity.

Abnormal behavior is characterized as the interaction of a teenager with the microsociety that violates his/her development and socialization. This behavior could arise as a result of insufficient consideration by the environment of his/her individual peculiarities and is manifested in behavioral counteraction to the established moral and legal social norms [3].

Deviation from the norm can be both positive (high intelligence, creative talent), and negative. In the context of our study we discuss negative behavior deviating from the norms when individual actions or a set of actions contradict social norms of behavior.

According to Yu.A. Kleiberg, a person’s behavior will be deviating, if by its results it is dysfunctional for a given social system, in a given place, at a given moment, and results in negative sanctioning [4].

In social pedagogy, there are four main groups of deviations from the norm: physical (visual, hearing, musculoskeletal system disorders, illnesses etc.); mental disorders (mental retardation, mental health disorders, speech disorders, emotional-volitional disorders); pedagogical (poor school performance); social (orphanhood, alcoholism, substance abuse, drug addiction, prostitution, homelessness, vagrancy, offenses, crime) [5].

In reality, there are no pure deviations, because one, as a rule, integrates the others. For example, the impairments in the physical development of a child influence his/her social development. In order for this negative influence not to take the form of sustainable maladaptation, it is necessary to develop compensatory mechanisms helping to adapt and integrate such child into society.

In studies on pedagogy, sociology, psychology, deviating (non-normative or abnormal) behavior is defined by various terms: deviant, destructive, anomalous, asocial, amoral, antisocial, delinquent, etc. But the boundaries between these numerous types are often blurred, and, as a result, some concepts are confusing and mixed. Ya. I. Gilinsky noted that though thousands of volumes have been written on deviation problems, “... but it is still not entirely clear what it means” [6].

Following a number of authors (M.A. Galaguzova, Yu.N. Galaguzova, G.N. Shtinova, etc.) in our study we accept that deviating (non-standard) behavior has a broad meaning and includes all possible types of deviations from the norm (abnormalities). We distinguish the following types of deviations (abnormalities): deviant, delinquent and criminal behavior [7]. We consider deviant behavior as the most common type of abnormal behavior. This approach allows us to differentiate the boundaries of behavioral deviations.

III. RESULTS

The analysis of pedagogical and juridical literature makes it possible with a certain degree of conditionality to establish the relationship between the main types of deviations (Fig. 1), which will be discussed further.

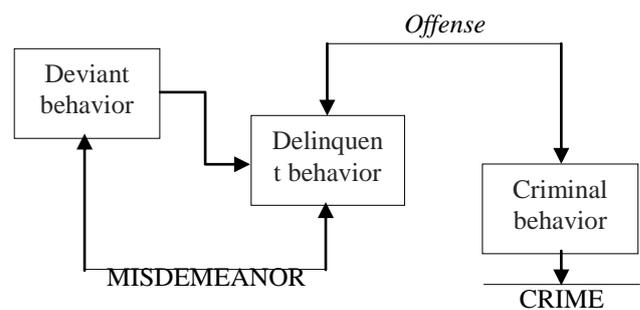


Fig. 1: Interrelation of main deviant behavior types

Consider the essence of deviant behavior. When defining deviant behavior, researchers [8-11] argue that its main characteristic is the incompatibility of human actions with the moral, social, and legal norms of society.

E.V. Zmanovskaya [9], highlighting the specific features of deviations in the behavior of individual, determines that deviant behavior is the sustainable behavior, deviating from the most important social norms, causing real damage to society or individual, as well as accompanied by social maladjustment. She also focuses on the age characteristics of deviant behavior. In particular, the term “deviant behavior” can be applied to children after 9 years of age, when a child acquires the conscious ability to follow social norms deliberately.

In social pedagogy, deviant behavior is defined as the type of abnormal behavior associated with the violation of social norms and rules of behavior, characteristic for a given age, micro-social relations (family, school) and minor age and gender social groups [12].

Russian psychologist I. Kon defines deviant behavior as a system of actions deviating from the generally accepted or implied norm (the norm of mental health, law, culture or morality).

Some authors [13-15] divide deviant behavior into two categories: 1) behavior that deviates from the norm of mental health, which is based on explicit or hidden psychopathology; 2) antisocial (asocial) behavior that violates certain social and cultural norms, especially legal ones.

We adhere to the point of view that deviant behavior should be considered within the medical norm and not identified with mental disorders or pathological states. Cases of psychopathological deviations from the norm lie outside the area of pedagogy competence.

Some researchers, in particular, an outstanding Russian psychologist E.P. Ilyin [10], consider alcoholism, drug addiction, smoking, vagrancy, suicide, as well as aggressive actions in relation to others as deviant behavior. Other authors [16, 17] add to the above listed such deviations from moral norms of society as evasion of educational and labor activities, regular participation in antisocial informal groups, antisocial acts of a sexual nature, gambling.

V.V. Kovalev singled out ten basic variants of deviant behavior: evasion from educational and labor activities; systematic participation in antisocial informal groups; antisocial violent acts (aggression, fights, petty robberies, damage and destruction of property and similar actions); antisocial lucratively inclined actions (petty theft, petty speculation, extortion); antisocial acts of sexual nature (committing cynical, indecent acts of a sexual nature, usually aimed at persons of the opposite sex); alcohol abuse; use of narcotic and toxic substances; running away from home, wandering; gambling ; other types of deviant behavior [18].

One of the deviation signs in young age is intractability. Intractable (problem, difficult) children and teenagers lack moral principles and moral prohibitions. Such students in dealing with adults behave rudely, insolently and arrogantly, show disrespect and mistrust. In relations with their peers, they are either arrogant and cruel, or hypocritical and supportive. Insufficient educational achievements, lack of necessary skills and abilities and general learning difficulties prevent them from properly organizing educational and labor activities. They do not express a desire to study or work, tend to disorganize the class activities, defiantly violate school rules and regulations, striving for uncontrolled free time, outdoor adventures and entertainments. Educational work with problem students is very complicated and does not always give positive results. P.P. Blonsky believes that intractable student is one in relation to whom a teacher's work turns out to be inefficient, and it is rather difficult for a teacher to cope with such student [19].

According to L.M. Zyubin intractability can be caused by mental disorder, temporary mental retardation, rapid exhaustion of psycho-nervous processes, etc. [20]. V.N. Myasishchev pointed out that intractability is the result of combination of social and biological factors. Intractability, being a complex social phenomenon, characterizes the personality on the part of the attitude towards learning, susceptibility to re-education and rehabilitation.

Intractability of an adolescent, as a rule, leads him/her to maladjustment in society. Disadaptation as a mental state arises in the result of the incompatibility of adolescent's socio-psychological or psycho-physiological status with the requirements of new social situation.

S.A. Belicheva identifies three main types of child and

adolescent disadaptation [7]:

- pathogenic, caused by deviations of mental development and neuropsychiatric diseases, which are based on organic damage to the central nervous system;
- psychosocial, associated with gender, age and individual psychological characteristics of an adolescent/child, which determine the inadequacy of a child and require individual educational approach or special correctional psychological programs;
- social, manifested in asocial behavior, violation of moral and legal norms, deformation of value orientations and social attitudes and skills.

The concept of “school maladjustment” is found in pedagogical theory and practice. This is a behavior characterized by poor academic achievements, classroom behavior problems, emotional disorders and stresses. E.B. Bezzubova proposes to consider two dimensions of school maladjustment – cognitive and personal [18]. The cognitive dimension is characterized by learning difficulties that arise due to a decrease in the level of intellectual capabilities (exogenous-organic pathology and mental retardation are the main reasons). The personal dimension is characterized by violation of the socialization process in the form of difficulties in assimilating social roles, requirements and norms of family and school which are the main institutions of socialization (physical disabilities, low self-esteem, psychological pathologies, reaction to mental trauma, character accentuation, etc.).

Analysis of scientific and pedagogical literature shows that learning difficulties, determined by various factors (biological, psychological, social, pedagogical), lead to the disadaptation of an adolescent, which, as a rule, becomes the source of deviant behavior.

Thus, despite some differences, most researchers consider the violation of the behavior norms and rules accepted in society to be the main criterion for deviations and consider this phenomenon in terms of opposition “adaptation (socialization) - disadaptation (desocialization)”.

IV. DISCUSSION

Based on the analysis of scientific psychological and socio-pedagogical literature, we determine deviant behavior as a type of behavior of mentally healthy personality that deviates from the norm, leading to social maladjustment as a result of a steady violation of social and moral norms and values adopted in a given society. Manifestations of deviant behavior can harm both the individual and the society. Typical manifestations of deviant behavior are such behavioral reactions as aggression, challenge, unauthorized and systematic evasion from studies or work activities, running away from home and vagrancy, begging, substance use, antisocial acts of a sexual nature, suicide attempts, etc.

Further we consider the boundaries of deviant behavior and define its relationship with other types of deviant behavior. Deviant behavior implies non-criminal behavior of a person or pre-criminal level of deviations. The next level is criminogenic and expressed in criminal offenses, punishable under the Criminal Code.

Other authors [17], denoting the boundaries of non-criminal and criminal behavior of an individual, divide the deviations into three levels: immoral (contradicting moral norms), delinquent (contradicting legal norms other than criminal) and criminal (contradicting norms of criminal law).

A.E. Lichko by delinquent behavior implies petty antisocial actions that do not entail criminal liability, for example, disorderly conduct, school absenteeism, extortion of small money, etc. [14].

Some authors (V.V. Kovalev, E.P. Ilyin) by delinquent behavior imply such deviating behavior, when a person chooses an unlawful way of satisfying needs, relieving mental stress, using a weapon or physical force, causing injury, damage or death [7].

Delinquent behavior is expressed not only in the behavioral (external) side, but also in the personal (internal), when a teenager shows signs of psychological deterioration, deformation of value orientations, leading to a weakening of the internal regulation system control.

We define delinquent behavior (from the Latin *delinquens* misconduct, offense) as a kind of behavior that deviates from the established norms and contradicts the legal norms of society. It includes any actions or intentional omissions prohibited by law (except criminal). A person exhibiting illegal, unlawful behavior is called a delinquent person (a delinquent).

Delinquent behavior, depending on the motivation of the actions taken, can be profit-motivated (extortion, theft, carjacking and other property encroachment associated with the desire to gain material profit) or aggressively violent (insults, humiliation, beatings, sadistic actions directed against another person). Delinquent act is a wrongful act, therefore, resorting to legal terminology is nothing more than an offense.

An offense is a wrongful act committed by a sane person who has reached the legal age [7]. Offenses are divided into misdemeanors and crimes. A misdemeanor is a wrongful act, not punishable by the Criminal Code. Misdemeanors are subdivided into administrative, disciplinary, and civil law violations.

In teaching practice, the most common violations are the violations of rules and regulations of an educational institution (absenteeism, tardiness, misconduct, refusal to obey the requirements), conflict forms of behavior (rudeness, foul language, fights, quarrels), and immoral acts (lies, minor damage to public property, rejection of social and labor affairs, bad habits, etc.). Adolescents who commit such offenses show a delinquent behavior. More serious offenses, such as theft, hooliganism, beatings, and vandalism, are referred to as delinquent behavior.

The most serious type of offense is a crime. Crime is a socially dangerous offense punishable by criminal law. The social danger of crimes is that they damage the sustainable existence of society, fundamental rights and freedoms of citizens. If a teenager commits a crime, then we call it criminal behavior.

Criminal behavior is a form of deviant behavior characterized by a violation of the Criminal Code. Criminal behavior is usually preceded by various manifestations of deviant and delinquent behavior.

Thus, our study showed that deviations are characterized by various behavioral abnormalities. Deviations in behavior violate various norms established in society, namely, moral and social norms, legal norms (except criminal law) and criminal law norms. In accordance with the listed criteria, we distinguish three main types of deviations: 1) deviant behavior; 2) delinquent behavior; 3) criminal behavior.

Deviant behavior in psychological and educational practice is the most common type of deviation. Having defined its essence and boundaries, we will further consider its classification.

C.P. Korolenko and T.A. Donskikh [7] define deviant behavior as destructive. It is divided into external destructive (aimed at violating social norms) and intra-destructive (aimed at disintegration of personality). Destructive behavior leads to deterioration in the quality of life, decrease in criticality and self-esteem, emotional disturbances and, in general, to social maladjustment of individual.

E.V. Zmanovskaya divides deviant behavior into asocial (amoral), autodestructive (self-destructive), and antisocial behavior.

Asocial (amoral) behavior is the behavior that deviates from moral norms with a threat to the well-being of interpersonal relations. In adolescence, it manifests itself in the form of aggression, running away from home, school absenteeism, promiscuous sex, theft, extortion. Autodestructive behavior is the behavior that deviates from medical and psychological norms with a threat to the integrity and development of the personality. Antisocial behavior is the repetitive behavior of children and adolescents that form a persistent stereotype of antisocial actions that threatening the well-being of other people or public order. Adolescents are dominated by such types of antisocial behavior as cruel treatment of animals, petty hooliganism, vandalism, and drug trafficking.

Having analyzed various approaches to the typology of deviations, we offer the following classification of deviant behavior, consistent with the approach taken by E.M. Popova [18, 20].

- avoiding (in Russian terminology “egressive” from Lat. *egredior* - quit, avoid) behavior manifests itself in evading responsible tasks, study and work activities, unauthorized departure from classes, running away from home, vagrancy, begging (this behavior refers to the socio-passive type of deviations).

- Aggressive behavior is expressed in aggression, fights, damage and destruction of property, extortion, cruel treatment of animals and similar actions (refers to the socially active type of deviations). This type of deviations is actively manifested in antisocial informal groups.

- Auto-aggressive (directed at oneself) behavior in which hostile actions of a person are directed at self-destruction. This type includes suicidal behavior (suicidal actions or manifestations), victim behavior.

- Asexual behavior includes antisocial acts of sexual nature, expressed in committing obscene, cynical sexual actions, aimed, as a rule, at persons of the opposite sex, as well as promiscuity (promiscuous sex),

prostitution, exhibitionism (exposure for sexual satisfaction), sado-masochism (achieving sexual satisfaction by suffering or causing suffering to a partner), bestiality (sexual desire for animals), etc.

- Addictive (addiction is dependance, physical or psychic) behavior is dependent behavior before the formation of pathological (painful) dependence on various factors: 1) psychoactive substances (tobacco, alcohol, narcotic, psychotropic substances, etc.); 2) food (overeating, fasting, refusal to eat); 3) computer games addiction and gambling; 4) religious cults (religious fanaticism, involvement in a sect).

The grounds for this classification are the type of the violated norm (moral, social) and the direction of negative consequences of deviant behavior (aimed at the person or other people).

Note that avoiding, aggressive and asexual behavior can be defined by the term "antisocial behavior" (according to E.V. Zmanovskaya), which we also use in our study, since different types of deviant behavior often overlap and blend.

Thus, we examined the typology of deviations and their interrelationships, defined the essence of deviant behavior and its classification. In order to increase the effectiveness of deviant behavior prevention, it is necessary to identify and analyze the main factors and conditions conducive to its formation.

V. CONCLUSION

Analysis of scientific psychological and pedagogical literature allowed us to identify the following factors influencing the formation and development of various deviant behavior forms: socio-economic, sociocultural, biological, psychological, pedagogical, subcultural. Socio-economic and sociocultural factors refer to external macrofactors; socio-pedagogical and subcultural to external microactors; biological and psychological factors are related to the internal individual factors.

Socio-economic factors include socio-economic situation in the country, state policy and social processes taking place in society. We refer culture, moral and ethical norms, traditions and values, spiritual level of development of society, fashion, mass media to sociocultural factors. The biological factors of deviations include genetic, psycho-physiological, physiological factors, manifested in the form of adverse physiological or anatomical features of an adolescent, which could impede social adaptation of a young person. The psychological factors include individual characteristics associated with the adolescence problems (an awkward age), character accentuation, deformations of motivational sphere, low level of intelligence, inexpressive cognitive interests, personal traits of character, individual characteristics of psyche (inadequate self-esteem, emotional instability, aggressiveness, anxiety, conformity, fears, weakness of self-control and self-regulation functions, increased excitability, etc.).

Preventive measures involve knowing the basics of developmental psychology, which examines the psychological aspects of personal development in different periods of life. According to A.E. Lichko, V.S. Bitensky, adolescence (puberty) is a powerful factor contributing to the manifestation of deviations [14].

Thus, deviant behavior is a socio-psychological phenomenon which characterizes the behavior of an individual from the view point of violations of the social and moral norms and implies a pre-criminogenic level of deviations in behavior. Deviations are expressed not only in the external behavioral side, but also in the internal deformation of a person's behavior. There is no unanimous viewpoint on the typology of deviations, due to the interdisciplinary nature of this phenomenon. A variety of causes and types of deviations require integrated approach to the organization of educational work based on the historical experience of social and educational activities for the prevention and correction of deviant behavior of young people.

REFERENCES

1. Education: goals, means, prospects. New pedagogical thinking. Moscow, 1989, p. 221-237.
2. E. Durkheim, "Suicide; Sociological etude". Translation from Fr. by A.N. Ilinsky. St. Petersburg, Pedagogy. (1998).
3. L.M. Zyubin, "Educational work with pedagogically neglected students". Methodical recommendations for masters and teachers of vocational schools. Moscow, Higher school, 1969.
4. Yu.A. Kleiberg, "Psychology of Deviant Behavior": Educ. manual for universities. Moscow, TTs Sfera, pri uchastii «Yurait-M», 2001.
5. E.E. Bezzubov, "Typology of School Disadaptation. School Disadaptation: Emotional and Stress Disorders in Children and Adolescents: Materials of the Scientific and Practical Conference". Moscow, the Ministry of Education of the Russian Federation, 1995, pp. 33-34.
6. Ya.I. Gilinsky, V.S. Afanasyev, "Sociology of deviant behavior". St. Petersburg, Branch of the Institute of Sociology RAS, 1993.
7. G.N. Shtinova, M.A. Galaguzova, Yu.N. Galaguzova, "Social pedagogy": a textbook for university students enrolled in the specialty Social pedagogy. Moscow, Vldos, 2008.
8. S.A. Belicheva, "Socio-pedagogical foundations for the prevention of the desocialization of minors": PhD (Pedagogical Sciences). Moscow, 1989, p. 42.
9. E.V. Zmanovskaya, "Deviantology (Psychology of Deviant Behavior)": for stud. of higher educational institutions 2nd ed., Rev. Moscow, Academy, 2004.
10. E.P. Ilyin, "Motivation and motives". St. Petersburg, Piter, 2000.
11. N.M. Iovchuk, A.A. Severny, "Socium as a starting factor for the realization of constitutional and pathological predispositions to deviating behavior in children and adolescents", Social Disadaptation: behavior disorder in children and adolescents. Moscow, 1996.
12. A.B. Fomina, "Early prevention of deviant behavior in children and adolescents: Study Guide". Moscow, Pedagogical Society of Russia, 2003.
13. G.M. Kodjaspirova, A.Yu. Kodjaspirov, "Pedagogical Dictionary: For students of higher and secondary educational institutions". Moscow, Academy, 2003.
14. A.E. Lichko, V.S. Bitensky, "Adolescent Narcology". Moscow, Medicine, 1991.
15. K. Rogers, "A look at psychotherapy. The formation of man". Moscow, Progress, 1994.
16. C.P. Korolenko, T.A. Donskikh, "Seven Ways to Catastrophe: Destructive Behavior in the Modern World". Novosibirsk, Science, 1990.
17. A.E. Lichko, "Psychopathy and character accentuation in adolescents". Leningrad, Meditsina Publ., 1983.
18. E.M. Popova, "Prevention of deviant behavior of students in college conditions". Methodical collection of work experience. Comp. M.A. Parchenko. Moscow, Institute of Sociology Russian Academy of Sciences, 2009.
19. C.P. Korolenko, V.Yu. Zavyalov, "Motives of addictive behavior among drug addicts": practice. Novosibirsk, Science, 1987.
20. E.M. Popova, "Socio-pedagogical practice for the prevention of offenses", Secondary vocational education, 2011, p. 11.