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**РАЗВИТИЕ ЖИЗНЕННОЙ КОНЦЕПЦИИ У СТУДЕНТОВ, СКЛОННЫХ
К ДЕВИАНТНОМУ ПОВЕДЕНИЮ*****Шарапов Алексей Олегович****Доцент НИУ «БелГУ», Белгород, Россия**e-mail: sharapov@bsu.edu.ru****Воротынцева Дарья Алексеевна****Аспирант, ассистент НИУ «БелГУ», Белгород, Россия**e-mail: darink1@yandex.ru****Гринёва Ольга Ивановна****Ассистент НИУ «БелГУ», Белгород, Россия**e-mail: grineva@bsu.edu.ru*

В статье представлены результаты оценки коррекционной программы, целью которой является развитие жизненной концепции у учащихся, склонных к девиантному поведению. Изучение и описание концептов «Жизненного пути» представлено в пространстве личностной ценностно-смысловой сферы и в пространстве личного опыта «временных» аспектов своей жизни. Выявлены деструктивные качества во «временных» и «ценностно-смысловых» аспектах жизненных концепций студентов (таких как жизнь «сегодня» или «вчера»), отсутствие целей и перспектив для «будущей жизни», отсутствие жизненных сил и способности контроля жизни, отсутствие инвариантов выбора в улучшении собственной жизни). Установлено, что коррекционно-развивающая работа по программе, направленная на развитие представлений о личном жизненном пути, способствует снижению склонности учащихся к девиантному поведению.

Ключевые слова: жизненные концепции студентов, личностная ценностно-смысловая сфера студентов, личный опыт временных аспектов своей жизни в студенческом возрасте, склонность к девиантному поведению.

**LIFE CONCEPT DEVELOPMENT OF STUDENTS PRONE TO DEVIANT
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The article presents the results of testing a correctional program, the purpose of which is to develop a life concept in students prone to deviant behavior. The study and description of the concepts of the "Life path" is presented in the space of the personal value-semantic sphere and in the space of personal experience of the "temporary" aspects of one's life. Destructive qualities are revealed in the "temporal" and "value-semantic" aspects of students' life concepts (such as life "today" or "yesterday", lack of goals and prospects for "future life", lack of vitality and ability to control life, lack of invariants of choice in improving one's own life). It is established that correctional and developmental work under the program, aimed at developing ideas about personal life path, contributes to reducing the propensity of students to deviant behavior.

Keywords: students' life concepts, students' personal value-semantic sphere, personal experience of temporary aspects of life as students, tendency to deviant behavior.

Rapid and fundamental changes are taking place all over the world today in social reality and worldview at the level of public and individual consciousness. It is assumed that humanity has exhausted the resources of its former existence [1, 2, 3, 8, 17, 20, 23]. Reality itself is becoming more and more deviant. Therefore, many scientists suggest that it should be studied instead of showing a traditional interest in rationality [4, 5, 11, 13, 22].

The person's understanding of his individual life path can be considered as one of the tasks that are solved in the course of personality development at the student age [2, 6, 7, 9]. A holistic view of the life prospects can be one of the factors determining the harmonious, normative development of a student's personality [12, 21]. In the conception of the life path theory founder S.L. Rubinshtejn this notion is treated as the concrete personality formation history, where, in addition to social external factors, a significant place is taken by the individual's own activity aimed at the individual's living space transforming [14, 18]. The subjective picture of the life path in the B.G. Ananyev's interpretation reflects the social development stages, and, in turn, the presence of a mature, holistic picture of his future and its stages, characterizes a person as a subject of his life [3]. Further, the person's life path problem understanding in psychology is supplemented by E.I. Golovaha in the life prospects category as a future life path, that is, a holistic picture of «the future in a complex and contradictory interrelation of programmed and expected events with which a person associates his social value and individual meaning of life» [15].

Youth and students are the most sensitive to social and psychological changes in the modern society, that actualizes the problem of correcting the tendency to deviant behavior in students [8, 20]. Despite the sufficient number of works devoted to the deviations problem, we consider that the coverage of course of life concepts in students prone to deviant behavior is insufficient. Taking into account the qualitative analysis of the students' subjective notion about their life and their readiness to act as the subject of life, it is possible to conduct correctional and preventive work with their tendency to deviation.

We have studied the course of life concepts in students prone to deviant behavior. The research hypothesis: in the student sample there is always a fraction of subjects with unformed «temporal» and «value-semantic» aspects of the course of life concepts, that determines their tendency to deviant behavior. Such subjects inclusion in the group psychological correction program aimed at developing personal notions about the life path, and an appropriate correctional and developmental work will promote the reducing students' inclination to deviant behavior.

The study was conducted on the basis of the Belgorod National State Research University during the 2019-2020 academic year. When conducting experimental and empirical research, a set of methods and traditional classes of techniques were used, the application of which was determined by the theoretical provisions, the subject, tasks and plan of the study: observation, conversation, experiment, questionnaires, tests.

The experimental and empirical study was conducted in two stages. At the first stage of the study, 149 students of the Faculty of Psychology and the Faculty of Physical Culture aged 18 to 21 years were examined. In the sample formation and the choice of the study experimental design the following strategies were used: 1) real groups involvement, 2) polar groups isolation and comparison. As the research plan, the structural correlation research was chosen, which is a kind of the quasi-experimental plan.

The subjects were offered the following methods:

1. «Determination of the tendency to deviant behavior», A.N. Orel [10].

2. «Semantic Time Differential» Ch. Osgud in L.I Vasserman et al. modifying [25].

3. Meaning of life evaluation test by D.A. Leont'ev (MLE) [16].

Mathematical processing of the obtained data was conducted using statistical system «SPSS16.0.2».

The second stage of the study is a forming experiment. The experimental and control groups of 20 people in each group were selected from a group of students with the deviant behavior tendency formed at the first stage of the study, numbering 40 people (the distribution of subjects in groups was performed randomly). The experimental outline of the study is for two nonequivalent groups with testing before and after the influence. An independent variable was the correction program aimed at developing personal notions about the life path in students. The dependent variable is the qualities that make up the content of the «temporary» and «value-semantic» aspects of the subjects notions about the life path.

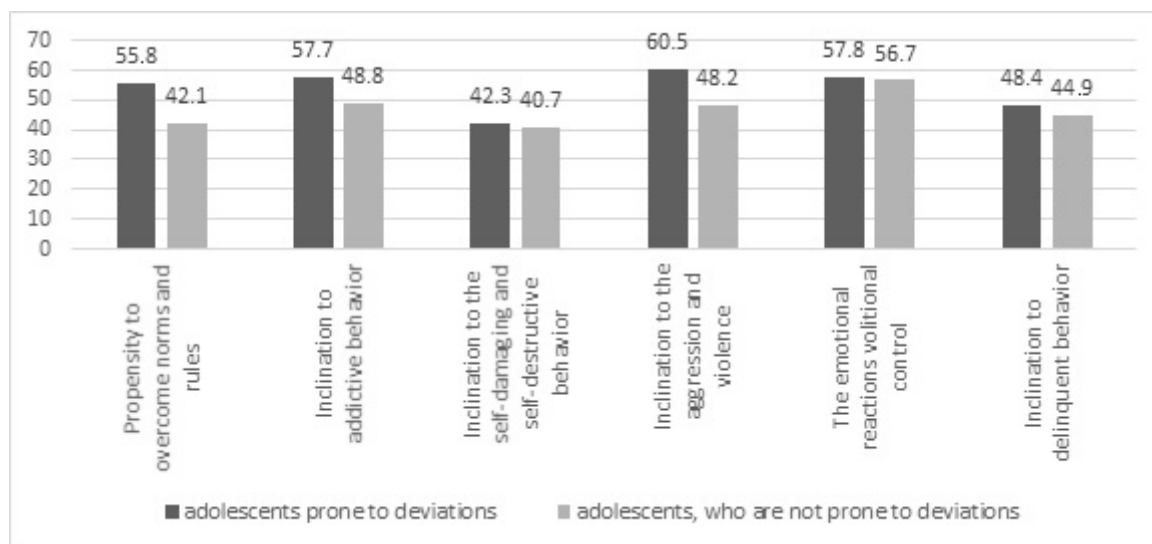


Fig.1. Indicators of students' predisposition to deviation invariants (in points, average values)

At the first stage of the study, using the methodology «Determining the tendency to deviant behavior» by A.N. Orel, it was detected that only 27% of students of 100%

of the sample are characterized by a tendency to deviant behavior (group 1) and 73% are normal students (group 2). Let us turn to a detailed description of students' inclination to one or another deviation (Fig.1).

In the course of the results analysis it was revealed that on the scale of «propensity to overcome norms and rules», group 1 students present a tendency to nonconformism (55.8 points). Statistically significant differences between subgroups of deviant and ordinary students are recorded ($t=2.8$, $p\leq 0.01$).

On the scale of «inclination to addictive behavior» following results are obtained. Students of group 1 have a moderate inclination to addictive behavior (57.7 points), while normal students have 48.8 points. Differences are significant ($t=3.2$, $p\leq 0.01$).

On the scale of «inclination to the self-damaging and self-destructive behavior» in students results within the normal range are revealed.

Aggressive tendencies were revealed among students of group 1 (60.5 points), who are characterized by an aggressive orientation in communication with a tendency to solve problems through the violence, a tendency to use the humiliation of a communication partner as a means of stabilizing self-esteem, and the presence of sadistic tendencies ($t=4.2$, $p\leq 0.01$). It is important to note that some aggressiveness is a normal feature of the student age.

There were no delinquent trends among students (48.4 points for students prone to deviant behavior, and 44.9 for non-prone students).

The analysis of the course of life concepts in students prone to deviant behavior showed the following results. The temporal component of students' life ideas was studied using the method «Semantic Time Differential» by Ch. Osgud modified by L.I. Wasserman et al. Test results are presented in chart form.

In the course of studying the experiences of the past, present and future time by students who are prone to deviant behavior, we found out that, when evaluating the past time, positive indicators were obtained on factors: «Time activity» (an average value past time=3), «Emotional tone of time» (an average value past time=2), «Time

value» (an average value past time=1), «Time structure» (an average value past time=1), «The sense of time» (an average value past time=1), that indicates that the past time for such students is positive. Such time can be described as joyful, light, real, close, calm, voluminous, bright and active.

When assessing the «present» time, positive indicators were obtained on factors: «Time activity» (an average value present time=4), «Emotional tone of time» (an average value present time=6), «Time value» (an average value present time=3), «Time structure» (an average value present time=3), «The sense of time» (an average value present time=1), that indicates that the present time can be described as joyful, light, voluminous and bright.

When assessing the «future» time, negative indicators were obtained on factors: «Time activity» (an average value present time=-5), «Emotional tone of time» (an average value present time=-5), «Time value» (an average value present time=-4), «Time structure» (an average value present time=-3), «The sense of time» (an average value present time=-2), that indicates that students see the future time as passive, motionless, empty, little, flat, petty and narrow.

The value-semantic measurement of students' life concepts was investigated using the “Meaning of life evaluation test” (MLE, D.A. Leont'ev). Students prone to deviant behavior do not have meaningful purposes in the future that give life meaningfulness and direction. To a greater extent, they live for today or for yesterday. Students are subjectively dissatisfied with their life period and believe that they are not self-realized enough (Life score is 24 points). They have a little belief in their strengths and in the ability to control the events of their lives (Locus-Self is 20.4 points).

Thus, the obtained data indicate that the future time is estimated negatively by such students. Lack of hope, low behavioral activity and life activity motivation can contribute to the depressive states development. In such cases time seems sad, dingy, alarming, gray and dark. Such time can be described as passive, motionless, empty, little, flat, petty and narrow. Such students see the present and past time as joyful,

light, real, close, calm, voluminous, bright and active. Subject groups prone to deviant behavior live for today or for yesterday. Their behavior is characterized by the absence of purposes for the future, which give life the meaningfulness, direction and temporal perspective. They feel satisfaction with their life in the present, the full meaning of which is given by memories of the past. They deny the belief in their own power to control the events of their own life, they believe that they do not have sufficient freedom of choice, they are convinced that life cannot be consciously controlled and it is pointless to make any plans for the future. This sample is more focused on the «past» or «present» time. Subjects have conformal attitudes, they tend to follow stereotypes and generally accepted norms of behavior. They are not inclined to escape from reality by changing their mental state. This group does not have pronounced aggressive tendencies, they do not accept the violence as a means of solving problems, they are able to control the emotional sphere.

The acquired information confirms the need to develop a program for correcting notions about the life path of students prone to deviant behavior.

After completing the course of group corrective training in the experimental group, we have conducted a control examination of the students' life path notions temporal component in both groups. In the experimental group on the factor «Emotional tone of time» ($p < 0.04$) significant changes were obtained in the assessment of the past, present and future time. This indicates that students have changed their emotional attitude to all life time intervals, that definitely causes acceptance and more constructive planning of their life paths.

In the experimental group on the factor «Time value» ($p < 0.03$) significant changes were obtained in the present time assessment. After the experimental influence, the subjects notions about the life time in the present has become more favorable: time is perceived as longer, large, voluminous, wide, deep.

In addition, significant differences were determined on «The sense of time» factor ($p < 0.04$). After the corrective influence, the students' notions about the perceptibility of life in the present has become more favorable: time is perceived as

more real, close and open.

Assessment of the value-semantic measurement of life concepts after the correction program showed the following changes. After an experimental impact it was detected that in the «result» ($p < 0.04$) and «Self-control locus» ($p < 0.02$) scales parameters significant changes have taken place. After the training group work, students have begun to experience greater satisfaction from the «lived period of life» and their perception of themselves as a strong personality have strengthened.

On the «Life conciseness» scale indicators higher values were in the experimental group (103.5 average points), in the control group they are 103.2 points ($p > 0.05$). On the «purposes» scale there were no statistically significant differences $p > 0.05$ (average values in the experimental group are 31.3 average points, in the control group - 31). On the «process» scale higher values were revealed in the control group — 31.3 average points, in the experimental group — 30.1 ($p > 0.05$). On the «locus of control - life» scale there were no statistically significant differences $p > 0.05$ (average values in the experimental group are 31 points, in the control group – 30.9).

The next step was the analysis of changes in the students inclination to deviant behavior intensity. According to the results of the empirical test data processing after exposure, students revealed minor changes on all scales. Note that the experimental group is characterized by unidirectional changes to reduce the values intensity; in the control group such changes are insignificant in separate scales, but generally remain unchanged. Significant differences were detected on the parameters of the scales: «Inclination to the self-damaging and self-destructive behavior» and «Inclination to the aggression and violence» ($t=8$; $p < 0.05$). Thus, we can state the presence of a tendency to reduce the deviant behavior risk, that is confirmed (although partially) by the final testing results.

The authors developed and tested a program for correcting notions about the life path of students prone to deviant behavior. It was confirmed that the subjects inclusion in a group psychological correction program aimed at developing personal notions about the life path. Appropriate corrective and developmental work will

promote reducing of students' inclination to deviant behavior.

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