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**MODELS AND TECHNOLOGIES FOR ADOLESCENT DEVIANT BEHAVIOR CORRECTION
WITH THE USE OF ART EDUCATION AND CULTURAL STUDIES
(CASE OF THE LENINGRAD REGION)**

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Abstract

Based on the results of sociological and comprehensive studies, the article analyzes the problems of using the methods of art education and cultural studies in the prevention and correction of adolescent deviant behavior. The implemented tools of sociological assessment allowed the authors to identify a set of tasks related to selecting the most demanded and effective instruments for adolescent deviant behavior prevention and correction. The study summarizes the existing pedagogical experience of the implementation of artistic and creative programs in educational institutions. The pedagogical potential of art education and cultural studies programs in correctional work is identified. The results of the study demonstrate that despite the demand for such programs, educational organizations experience a deficit of resources necessary for their comprehensive development and implementation. The study results allow the authors to identify not only the types of deviant behavior of students of educational institutions but also the predominant types of student deviant behavior manifestation (according to study respondents): accentuated behavior, inadequate behavior, auto-aggressive behavior, etc. Sociological survey results make it possible to establish the interest not only on the part of parents who demonstrate their initiative in placing an adolescent in various institutions, but also adolescents themselves who are often aware of the consequences of their destructive behavior (more than 30% of respondents). The article highlights the importance

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of educational institutions transitioning to the system of project management of the processes for the organization of social services provision and promotion in the region. Most of the study respondents demonstrated an element of feedback and educational program assessment in the form of effectiveness monitoring.

Keywords

Deviant behavior – Education – Prevention – Education sociology

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Introduction

The tendency of adolescents to manifest deviant behavior is considered a conditional age norm that can be largely explained by the age-related socio-psychological and subcultural characteristics. Oftentimes the behavioral construct of an adolescent encompasses negativism and attempts to resist “cliches” or conventional norms that the adolescent does not perceive and does not accept as personally significant, meaningful, and valuable¹. It is also critically important to note that at its base the formation of a tendency for deviant behavior as a systematic behavior and the fixation of this type of behavioral reactions as the leading one is in most cases based in the lack of basic norms formed, both social and ethic, or the diffuseness of these norms, as well as the lack of formation and uncertainty of value variables and paradigms². Critical importance in the context of the formation and manifestation of the elements of adolescent deviant behavior is attributed to the concept of “adolescent subculture” and its relation to the overall cultural context on both the global level of the country and the nation and the level of a specific ethnos and region³.

The influence of culture at the different levels of its perception by an adolescent, the emerging contradictions, both global and local, and the inability and, in some cases, the unwillingness to overcome them present a “breeding ground” for the development of various behavioral destructions⁴. Being in a certain given cultural space, the inability to get out of it, the need to comply to, in some cases, grafted rather than accepted images and models of behavior, an acute intrapersonal conflict associated with understanding the observed difference between the real behavior of others⁵, including significant parents and teachers, with the declared patterns and models, also becomes a factor in the development and manifestation of behavioral deviations and destructions⁶.

In addition to the above, the relevance of this study is determined by the understanding that the development of various forms of deviant behavior is associated not

¹ A. V. Gogoleva, *Addiktivnoe povedenie i ego profilaktika* (Moscow: MPSI, 2003) y G. Crossick y P. Kaszynska, “Under construction: towards a framework for cultural value. Special Issue: emerging paradigms: national approaches for measuring cultural value”, *Cultural Trends* Vol: 23 num 2 (2014): 120-131.

² H.- L. Liikanen, *Taide kohtaa elämän. Arts in Hospital-hanke ja kulttuuritoiminta itäsuomalaisten hoitoyksiköiden arjessa ja juhlassa* (Helsinki: Helsingin yliopisto, 2003) y N. V. Ivanova, T. M. Sorokina, “The relationship between the categories “Educational environment” and “Educational space” in Russian Psychological and Pedagogical Science”, *Revista Inclusiones* Vol: 7 num Especial (2020): 100-118.

³ A. Little, “Development studies and comparative education: context, content, comparison and contributors”, *Comparative Education*, Vol: 36 num 3 (2000): 279-296 y M. G. Sergeeva; V. M. Litvishkov; A. M. Nikitin; S. N. Salun; J. M. Kalinina; E. V. Nagornova y O. B. Lobanova, “Psychological and pedagogical support for deviant behavior prevention in professional education organizations”, *Revista Inclusiones* Vol: 7 num Especial (2020): 157-166.

⁴ Mapping of VET educational policies and practices for social inclusion and social cohesion in the Western Balkans, Turkey and Israel. Country report: Turkey. European Training Foundation. 2013 y A. A. Osipov, “Ob institutsionalizatsii sotsiologii obrazovaniia”, *Sotsiologicheskie issledovaniia* Vol: 7 num 411 (2018): 41-49.

⁵ G. O. Galich, “Deviatsii i ikh preodolenie v sisteme integrirovannogo obrazovaniia”, *Izvestiia of the Penza State Pedagogical University named after V. G. Belinsky* num 16 (2009): 159-161.

⁶ M. A. Kovalchuk. *Profilaktika deviantnogo povedeniia starsheklassnikov: Monografiia* (Yaroslavl: Publishing house of the Yaroslavl State Pedagogical University named after K.D. Ushinsky, 2002).

only with the provoking social environment factors⁷. Adolescence is characterized by the desire for self-assertion against the background of insufficient socialization and incomplete assimilation of social norms and values.

The summarization of international experience indicates the significant research activity of scientists developing educational programs with an emphasis on using the pedagogical potential of art and creativity in the educational process⁸. Some scientists are actively developing systemic provisions for the prevention of anti-social phenomena among students⁹; considerable attention is paid to the issues of prevention of deviant behavior, delinquency, aggression, and conflicts¹⁰; the social and pedagogical foundations of preventive work with socially neglected students are substantiated, etc¹¹.

In our opinion, it is primarily important to discuss the processes of complex and contradictory development of the inner individual culture of an adolescent, the culture of behavior, communication, relationships, speech, and cognitive culture¹².

As part of fulfilling the state task of the Ministry of Education of the Russian Federation to conduct scientific research on the topic of “The formation of effective models and technologies for the correction of adolescent deviant behavior in various institutions with the use of art education and cultural studies”, we analyzed the models and technologies for adolescent deviant behavior correction using art education and cultural studies implemented in the activities of various institutions with the development of propositions on improving state policy and recommendations for regional authorities in the field of education.

Information was collected in a unified form of data from various institutions in the region that had practiced implementing the models and technologies for adolescent deviant behavior correction by the means of art education and cultural studies.

It is planned to develop variable models for the authorities in the field of education,

⁷ Syrjästä esiin. Puheenvuoro kulttuurista ja kehityksestä Euroopassa. Eurooppa-työryhmän raportti Euroopan Neuvostolle Taiteen keskustoimikunta, tutkimus- ja tiedotusyksikkö. Helsinki. 1998.

⁸ R. M. Leal; A. Iv. Grillo-Cárdenas y L. A. Cuartas, “The physical education class and the inclusion processes in disabled people. A teaching proposal in the district school the Americas (IEDCLA)”, *Revista Inclusiones Vol: Especial. Octubre-Diciembre num 1 (2014): 201-225* y G. V. Osipov y M. N. Strihanov, *Sotsiologija nauki i obrazovaniia. Ekonomicheskie stimuly universitetskoi nauki: uchebnoe posobie (Moscow, 2018)*.

⁹ B. Pan y K. Kubacki, “The Four Es of Social Marketing: Ethicality, Expensiveness, Exaggeration and Effectiveness”, *Journal of Social Marketing num 1 (2015): 83-99*.

¹⁰ P. Rantala y S.- M. Jansson. Taiteesta toiseen. Taidelähtöisten menetelmien vaikutuksia. Lapin yliopiston julkaisu (Tutkimusraportteja ja selvityksiä: Lapin yliopiston taiteiden tiedekunnan julkaisuja, 2013) y P. Soong-Yong, “Cultural politics and vocational religious education: the case of Turkey”, *Comparative Education Vol: 40 num 3 (2004): 331-341*.

¹¹ G. Steiner-Khamsi, “Comparison and Context: the interdisciplinary approach to the comparative study of education”, *Current Issues in Comparative Education (2014): 34-42* y T. Y. Medvedeva; G. A. Kazantseva; O. A. Mineeva; A. A. Karpukova y M. V. Daricheva, “Design of Professional Career by Future Experts in the Sphere of Art and Culture”, *European Research Studies Journal Vol: 18 num 4 (2015): 223-230*.

¹² R. Bonifaz, *Origen de la Evaluación Docente y su conexión con las políticas públicas en educación. En La Evaluación Docente en Chile*, Editores Jorge Manzi, Jorge González y Yulan Sun (Santiago: Mide UC, Centro de Medición Pontificia Universidad Católica de Chile, 2011).

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institutions, and individual specialists based on the results of the study to promote the development of state policy in the field of childhood protection and designing effective technologies for adolescent deviant behavior correction with the use of artistic and aesthetic means of upbringing and education and the means of cultural studies in various institutions.

Methods

The conducted study devoted to the issues of adolescent deviant behavior prevention and correction in various institutions with the use of artistic and aesthetic means is important not only in terms of practice, but also in the interests of further study and the development of theoretical foundations of art pedagogy.

The study implemented a comprehensive methodology for the coordinated use of psychological, pedagogical, and sociological methods for measuring social processes (conversations, studying documentation and activity results, the study and generalization of pedagogical experience, a sociological survey).

The article presents the specific results of an applied study, the objective of the study was to assess the readiness of the teachers of Leningrad region educational institutions to use the rich potential of methods for the prevention and correction of adolescent deviant behavior by the means of art education and cultural studies.

The research tasks included: the identification of pedagogical potential of the programs of art education and cultural studies in the prevention and correction of adolescent deviant behavior; the identification of the degree of demand for art education and cultural studies programs for the prevention and correction of adolescent deviant behavior; the identification of the main obstacles for complete implementation of art education and cultural studies programs in the prevention and correction of adolescent deviant behavior.

To achieve the said goal, we conducted a selective, non-repetitive observation by organizing a survey (questionnaire) of students of continuing education courses at the Pushkin Leningrad State University. The students were asked to fill out an anonymous online questionnaire, the results were used in a generalized form.

In the answer to the question on the type of organization the respondent was affiliated with, 83.3% of the respondents related their professional practice to general education institutions, every tenth respondent (8.3%) indicated being an employee of a state social institution, a “center for psychological and pedagogical assistance”, and 8.3% of the respondents turned out to be the employees of regional organizations for additional professional education.

The demographic characteristics of the students of educational organizations were summarized by the respondents in the following way (Table 1).

Age group	%
0-3 years old	16.7%
3-8 years old	50%
8-14 years old	75%
14-18 years old	58.3%
above 18 years old	8.3%

Table 1
Indicate the age composition of students

Table 1 illustrates that the main target group was composed of children and adolescents between 8 and 18 years old studying in specialized educational institutions, educational organizations, and state social institutions.

According to the respondents' assessment of the types of deviations their organization specializes in, the most common non-standard types of student behavior were characterized by accentuated behavior (58%) and inadequate behavior (58%). 16% of respondents noted their students manifesting the signs of auto-aggressive and addictive behavior.

The respondents indicated that in most cases, it was parents (50%) or students themselves (33.3%) who sought help from an educational organization on their initiative. The proportion of students who got in the institution by the decision of the psychological, medical, and pedagogical commission or the commission on minors was 8.3%. Survey data indicate activity and demand for educational and social services among both the parents and the adolescents themselves who applied to specialized organizations feeling the respective need.

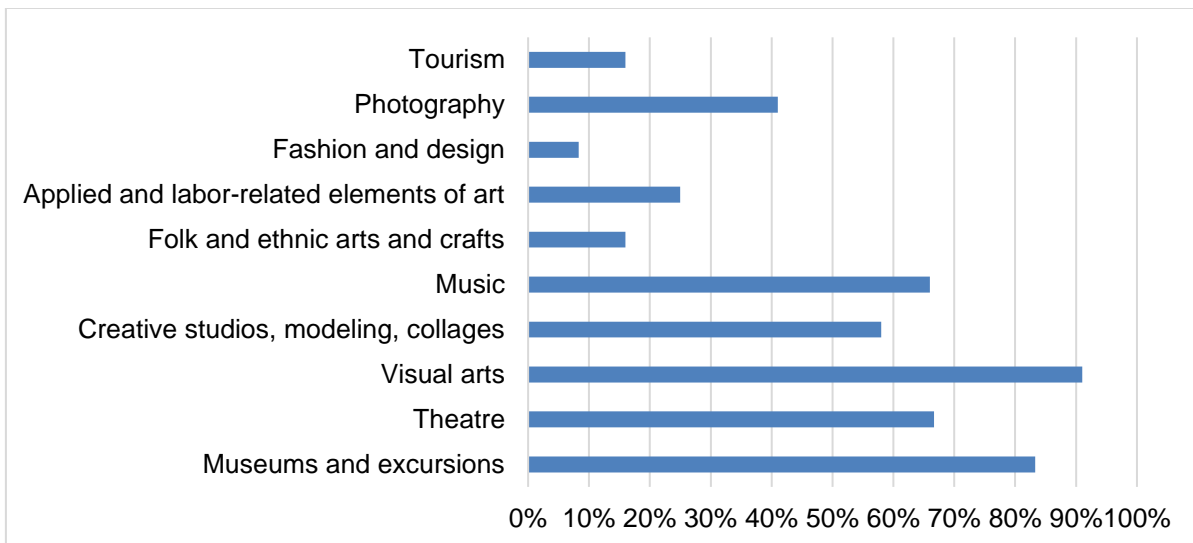


Figure 1

Please note which elements (means) of art, aesthetic, and cultural education and upbringing your organization uses in its practice (more than one possible answer), % of the number of respondents (n = 232, 2020).

When characterizing the arsenal of the means of art, aesthetic, and cultural education, the representatives of educational organizations noted most often using the following range of instruments for education, upbringing, and familiarization with culture (Figure 1): visual arts – 91%, visiting museums and organizing excursions – 83.3%, the organization of a training theater studio and music lessons – 66.7% each, the organization of creative studios (modeling, collage making) – 58%, the organization of art photography classes – 41%.

We should also indicate the continuous increase in the demand for additional educational services of municipal educational organizations. The most popular proposals are the ones of the programs of creative workshops (stage and theater skills, etc.), fine arts, and artistic development for children from 5 to 12 years old on mastering the skills of artistic activity, the comprehensive development of a child's artistic and creative abilities, learning the basics of acting, decorative, applied, and visual arts.

According to the respondents, the music-related directions of additional education and music education of children were actively developing in the region. There was a high demand for the programs of choreographic and folklore ensembles aimed at teaching the basics of vocal and musical art and the development of performance abilities.

Two-thirds of the sample of respondents (67%) highlighted the positive influence the programs of art education and creativity have on the students of their institution, 33% of the respondents found it difficult to assess the impact of art education and creativity programs on students, and a negative effect of these programs on students was not noted. Figure 2 demonstrates the place artistic and cultural tools had among other means used in the institution for adolescent deviant behavior prevention and correction, according to the respondents (in % of the number of respondents (n = 232, 2020)).

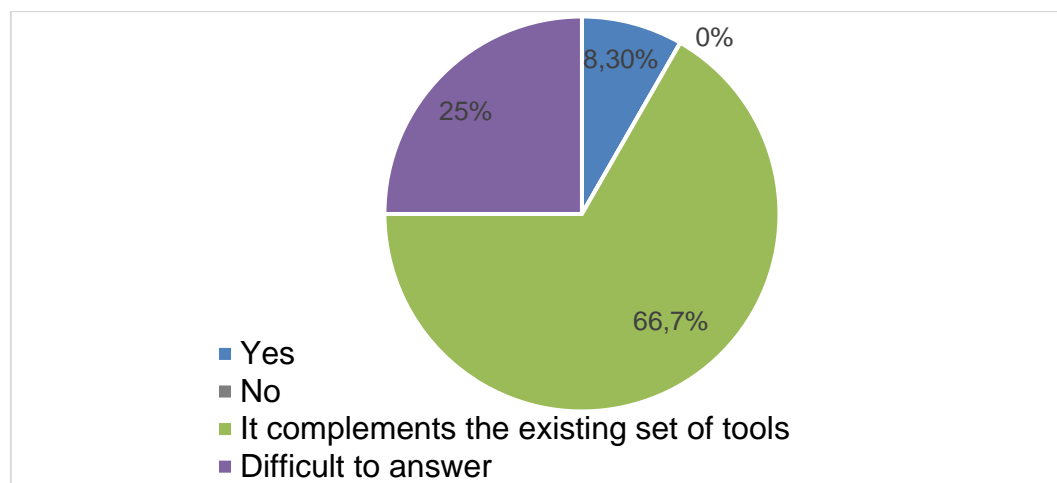


Figure 2

“Is it correct to say that artistic and cultural tools are fundamental in the prevention and correction of adolescent deviant behavior in your institution?”, % of the number of respondents (n = 232, 2020).

The research demonstrated that in assessing the obstacles to the use of artistic and cultural tools in working with deviant adolescents in the studied organizations, the respondents primarily indicated the lack of interest of adolescents in participating in such

programs (of artistic and creative nature) – 67%, followed by the indication of deficit (or lack) of personnel qualified in artistic and creative activities – 25%. Every tenth respondent noted the lack of knowledge of the existing artistic, aesthetic, and creative methods and their use in deviant behavior prevention and correction – 16.7%. The fourth place, according to the respondents, was taken by the motivational factor of educational organization management – “the lack of interest on the part of institution personnel” in applying the artistic and creative methods in the correction and prevention of adolescent deviant behavior, noted by 16% of the respondents.

The monitoring of the effectiveness of artistic and cultural programs for the prevention and correction of deviant behavior presents an important element of the analysis of the practice of educational organizations, specialized educational institutions, and state social institutions (Figure 3).

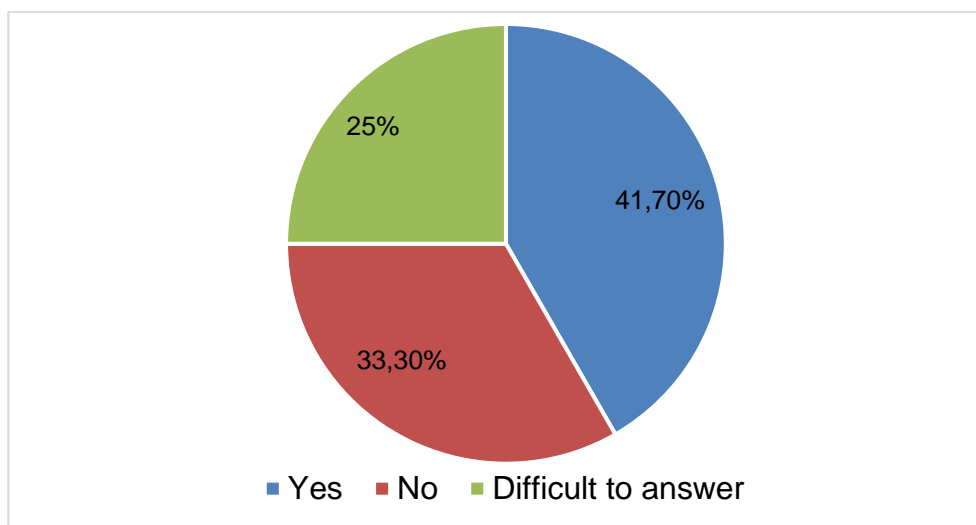


Figure 3

“Does your organization conduct monitoring of the effectiveness of artistic and cultural programs for the prevention and correction of deviant behavior?”, % of the number of respondents (n = 232, 2020).

Figure 3 demonstrates survey results indicating that 42% of the respondents noted the presence of program effectiveness monitoring in their institution, one-third of the respondents (33%) indicated an absence of such monitoring, and every fourth respondent (25%) found it difficult answer this question (25%).

The importance of this structural element of the survey highlights the transition from the process approach to the project approach to the functioning of educational institutions, the activation of strategic activity aimed at the demand for artistic and creative programs among the population of the region (the Leningrad region), and the formation of social demand for the improvement of the effectiveness of artistic and creative programs for the prevention and correction of adolescent deviant behavior.

Conclusion

In conclusion, we should note that the formation of effective models and technologies for adolescent deviant behavior prevention and correction with the use of art

education and cultural studies involves the understanding and acceptance of an adolescent, first, as a subject in the situation of “cultural uncertainty” and, second, as a person in the process of formation of the inner world, determination of the boundaries of the permissible and possible, establishing the foundations of ethics and aesthetics of attitude to one’s self and the surrounding social space¹³. This understanding makes it possible to create and use effective models and technologies for the prevention and correction of adolescent deviant behavior using the methods of art education and cultural studies.

The results of the study allowed us to conclude on the demand of society for social and educational services in the field of artistic, aesthetic, and creative education. It is important to understand the significant pedagogical potential the programs of art education and creative development have in the field of adolescent deviant behavior prevention and correction. The research also allowed us to indicate an array of serious infrastructure limitations preventing the comprehensive development and implementation of additional education programs with the use of art education and cultural studies for the prevention and correction of deviant behavior in adolescents, including the deficit of qualified personnel of creative and artistic specialization, elementary ignorance of the potential of artistic, aesthetic, and creative methods in the prevention and correction of deviant behavior, and the lack of interest on the part of educational organization staff in using them in practice.

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