

HPEPA 2019**Humanistic Practice in Education in a Postmodern Age 2019****PREVENTION OF ASOCIAL BEHAVIOR IN CONDITIONS
OF EXTRACURRICULAR ACTIVITIES**

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Abstract

The purpose of the article is the theoretical substantiation of the significance of extracurricular activities in the aspect of asocial behavior prevention. The tasks are to consider the prevention of asocial behavior at two levels of research: scientific-pedagogical and professional-pedagogical. Axiology oriented understanding of the essence of prevention as the formation of the stability of value orientations and the definition of extracurricular activities as a tool for the prevention of asocial behavior is proposed. The concept of stability of value orientations is defined by us as the ability of the individual to resist the forces (threats), seeking to bring it out of balance, to compensate for the action of these forces and expressed in such a state, in which the individual most fully provides the realization of his capabilities as a principal of life activity. The system of human values as generalized purposes of education and internal criteria of an individual behavior evaluation is suggested. It is proved that the introduction of extracurricular activities (part of the state educational standard), allows teachers to move to a higher level of organization of asocial behavior prevention. The program of extracurricular activities as an organizational mechanism for the implementation of the basic educational program is presented. Opportunities for extracurricular activities allowing formation and developing sustainable value orientations of the individual, including the possibility of implementing individual educational routes for students are shown.

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1. Introduction

The problems of prevention relate to interdisciplinary problems that are at the intersection of such areas of knowledge as sociology, pedagogy, social pedagogy, psychology, cultural studies, law, medicine, the solution of which is important for both modern society and science.

2. Problem Statement

The pedagogical significance of the prevention problem solution, in our opinion, is actualized by the following circumstances:

First, the lack of common understanding of the phenomenon of "prevention" in the scientific literature, as well as the determination of its role and place in the terminological apparatus of pedagogical science, etc.

Secondly, in understanding of the problems of prevention, which consist both in the expansion of pedagogical knowledge about its content (the subject field of "prevention") (Girfanova, 2018, p. 370) and its organization, including the conditions of extracurricular activities as well. We consider that the system of human values as generalized purposes of education and internal criteria of an individual behavior evaluation should be in the center of prevention.

3. Research Questions

It is necessary to emphasize that the concepts of "prevention", "prophylactic" in this study we use as synonyms. As for the phenomenon of asocial behaviour, the literature identifies several approaches to its definition: as a form or type of deviant behaviour, in the context (in connection) with it, and as concepts-synonyms.

The founder of the Russian deviantology Gilinsky (2016) believes that under the prevention (prophylactic) of criminality and other forms of deviation it is necessary to understand "such influence of society, institutions of social control, individual citizens on the criminal factors, which leads to the reduction and/or desirable change of the structure of crime (deviation) and failing of potential criminal (deviant) acts" (p. 25).

In the pedagogical aspect, prevention is: "general prevention, mitigation, prevention of negative actions and behaviour of children, as well as pedagogical assistance and support in difficult situations" (Smantser & Rangelova, 2014, p. 24).

In the social pedagogy Stinova, Galiguzova, and Galiguzova (2008) under the prevention understand "scientifically based and in proper time undertaken actions aimed at: prevention of possible physical, psychological, or sociocultural circumstances of the individual child or youth within the group of social risk; the preservation, maintenance and protection of normal living standards and health of the child; assisting the child in the achievement of socially significant purposes and the disclosure of its internal potential" (p. 36).

Kovalchuk (2002) considers prevention as a bilateral interrelated process. On the one hand: "this is the creation of optimal conditions that contribute to the elimination of de-socializing influences from the

immediate environment, and on the other - the development of the existential sphere of high school students" (p. 67).

The psychological prevention is: "activities directed to prevention of possible problems in the mental and personal development of students and the creation of psychological conditions, the most favourable for this development" (Girfanova, 2018, p. 371).

Social-psychological prevention is a system of: "measures aimed at identifying and preventing the phenomena of maladjustment of students, pupils in educational institutions, including the development and implementation of preventive programs" (Sillaste, 2002, p. 152).

There is a natural question about what causes or a set of causes (factors) of asocial behaviour in question.

Let us consider them in more detail. On the basis of theoretical analysis I. Gurvich and L. Tsvetkova distinguish four groups of factors, namely: individual-biological, socio-structural, socio-dynamic (procedural), socio-instrumental (as cited in Kalnitskaya & Demina, 2016, p. 18).

At the same time, individual biological characteristics, as the researchers point out, are only predisposing and by them could not be exhausted personal level.

The objectivist theories, represented by such theories as anomie theory, illegitimate opportunities theory, status frustration theory, neutralization theory, social deterrence theory, differentiated connection theory, and neo-Marxist theories.

The subjective theories include: theories of capitalist interests and definitions of deviations, organizational theories of definition of deviation, determinative theories, the theory of stigmatization, the theory of dramatization of evil, the theory of secondary deviation.

The above (causal) theories should include the following essential elements, highlighted by Gilinsky (2016), which is, first, in the plurality of determinants (multifactorial), and secondly, in the definition of such causes as social disorder, exclusion, trouble, "abandonment" in this world, the loss or lack of meaning of life.

It is noteworthy, the point of view of Sillaste (2002), who identified in 2002 on the example of drug addiction, that certain factors of deviation act in the form of "provocateurs", accelerating the transition to drug use, including strong ones. In the form of "provocateurs" here are smoking and alcoholism. In turn, drug addiction acts as a determinant for other forms of deviation.

Predictors of the formation of deviant behaviour of adolescents determine such personal factors as self-esteem, locus of personality control, as well as the phenomenon of personal infantilism and the transformation of gender conditionality.

It should be noted that many researchers apply such research approach as the definition of the specificity of a factor of asocial behaviour, which is subsequently explained by the combination of theories based on the developed criterion. It seems that the variable-subject approach developed by M. Kovalchuk (2002), considering prevention (prevention) as the bilateral interrelated process is closest to the idea of prevention, due to the fact that the causal aspect is considered in conjunction with the selected protection factor, defined as the development of the existential sphere.

Note that some aspects of the philosophical theory of values were developed in neo-Kantianism by W. Windelband, H. Rickert. The theory of values (axiology) as a certain direction in Western philosophy

was formed in the first half of the twentieth century in the works of M. Scheler, N. Hartmann, D.H. Parker, R.B. Perry, S. Pepper, etc. (as cited in Concise dictionary of psychology, 2018).

At its core, value orientations are a personally experienced orientation of behaviour that functions as a value. The value characteristics of a person acquire special relevance in the conditions of increasing threats to life and health that have developed in the modern world due to the fact that there is a natural relationship between the stability of the value orientations of the individual and the economic, socio-political and spiritual life of society.

The second level of our research is based on the contradiction between the available technological and resource preventive capabilities of the educational environment and their weak social performance.

Naturally, the free interpretation of the concept of prevention due to the consideration of this phenomenon from the standpoint of many sciences and, accordingly, its practical use leads to ambiguity of its understanding.

However, until recently, the technological preventive resources of the educational environment were very limited (lectures, talks, cultural and leisure activities, one-time companies, etc.).

The introduction of extracurricular activities (part of the state educational standard), allows teachers to move to a higher level of organization of prevention of asocial behavior.

4. Purpose of the Study

Thus, the objectives of the study of the problems of prevention of asocial behavior, in our opinion, are their study at two levels: scientific-pedagogical and professional-pedagogical.

Here are several tasks of educational organizations in the field of prevention of asocial behaviour, in the aspect of our study, it is:

first, improving the upbringing potential of education;

secondly, the development of new forms and types of education of parents on topical issues of correction of asocial behaviour of students;

third, the organization of work on the formation and development of students' aspirations for positive changes in lifestyle by providing them with reliable medical and hygienic knowledge;

fourth, the spread of healthy lifestyle ideas;

fifth, the organization of recreational activities, etc..

5. Research Methods

While researching we used such methods as summarizing and systematization of asocial behavior theories; compare analysis of prevention activity documents and practices of extracurricular activities at educational organizations; studying of the best pedagogical experience; theoretical modeling; pedagogical observation, testing.

6. Findings

The analysis of the selected definitions shows that the basis of prevention, first of all, are the ideas of identifying and eliminating factors of asocial behaviour. And the algorithm of the prevention process may be presented as follows:

firstly, the identification of a set of social causes and factors in the behaviour of an individual in order to determine the directions of preventive actions and the choice of means, as well as the forms and methods of their implementation;

secondly, the elimination or minimization of the selected root causes.

In our opinion, the approach to prevention, which consists in finding the causes of deviation or asocial behavior, and then their elimination or minimization of the root causes, deserves the attention of researchers, however, could not be the basis of preventive activities and be exhausted by this. It is necessary to introduce such an element of prevention as value orientations of the individual and further development of its content from the position of stability of the individual.

We consider, that value orientations are a personally experienced orientation of behaviour that functions as a value. The value characteristics of a person acquire special relevance in the conditions of increasing threats to life and health that have developed in the modern world due to the fact that there is a natural relationship between the stability of the value orientations of the individual and the economic, socio-political and spiritual life of society.

The concept of stability of value orientations is defined by us as the ability of the individual to resist the forces (threats), seeking to bring it out of balance, to compensate for the action of these forces and expressed in such a state (i.e., the dominant way of its existence), in which the individual most fully provides (self-realization) the realization of his capabilities as a principal of life activity and it is not about their "formation" or "not formation", but the level of development of value orientations.

The human activity was the main condition and development source, both: culture, and a person. It initially had a collective character, because it was an important condition of a survival of a person, and has been directed on satisfaction of its actual requirements. In the course of mankind's activity the culture has been created which understood by us in axiological sense as the totality of material and cultural wealth, created by a person (Khuziakmetov & Sytina, 2016).

Development of requirements of a person has led to differentiation of kinds of activity and formation on their basis of various forms of collective consciousness such as morals, art, science, law, politics, etc. The logic of the activity approach dictates to consider the nature of universal values according to psychological structure of activity. Gradual comprehension of the requirements has resulted mankind in formation of motivational sphere and then to a goal-setting, search of means of realization of activity. In the course of joint activity certain norms of labor relations were developed; certain qualities of the person became result of mastering of forms of behavior existing in activity. Values-purposes, values-means, values-norms, values-qualities in their syncretic unity were gradually generalized, abstracted, idealized, crystallizing in the certain form of collective consciousness as a certain sample, the Absolute, the positive pole of its axiological spaces. Thus, we understand the ideal purposes, means, norms, qualities of the person as human values. Thus values-purposes make patrimonial concepts in relation to which the values-means necessary for achievement of the given purposes, the values-norms regulating the relations in the course of

certain activity, and the values-qualities formed as necessary for realization of corresponding kinds of activity are specific. From here it is possible to draw a conclusion that the universal values making patrimonial concepts are not too much. Them approximately as much, how many various forms of collective consciousness exist. They carry ideal, extremely abstract character, acting in the form of the certain sample, the absolute in this or that kind of activity (Girfanova, 2018).

Remaining on a position of humanistic pedagogics, we can safely assert that the central component in structure of universal values is the Person as the center of valuable relations, as their end-product. Considering universal values as an integral system, we should allocate some levels in this system in the logic of person's development from a human being to individuality. We think, that the first level in a system of universal values consist of values which make a basis of the person's life and are the main conditions of human being's life, first of all as biological beings, as individual. These are vital values, such as Life, Health, the Earth, Fatherland, Children, Private property (riches), Peace.

The next level of the values makes conditions of worthy existence of the person in a society. There are such human values as "freedom" being the major condition of creative self-realization of the person and "justice" as individual claims for freedom. Democracy and equality of all before the law thus act as value-means.

To educate the spiritual Person, individuality, there are such most general concepts as "Goodness", "Beauty", "True", which make the contents of the third level. In matter of education of rising generations it is very important to carry out the complex approach to focus our children on human values. In this case we mean that to values-purposes there should correspond necessarily values-means, be used necessarily universal values-norms and only at observance of these conditions significant values-qualities will be formed at children also (Girfanova, 2018).

During experimental work in one of the Ufa schools it was offered to pupil to range human values according to the personal importance for them. Contrary to our expectations even first-graders as a whole could cope with the task that speaks about rather developed valuable representations. Some difficulties have been connected with ranging of all fifteen concepts. Research has accurately shown that preferences of children of elementary school age are connected with the vital values of the first level providing requirements and conditions of a survival of the person as the individual, such as life, health, the Earth, fatherland, a family, riches, peace. The most significant concept for the given category of children is, certainly, "family". The family keeps the leading value for teenagers as well, though approximately 10 percent from them or put a family on last place of a list, or strike it off the list of values. From here it is possible to make the assumption that these of 10 percent of children, probably, make group of "risk" of unsuccessful families. Other most significant concepts, which minor schoolboys approximately in equal proportions put on the first place, there was "life", "the Earth" and "peace". Children of elementary school age still badly realize such abstract enough concept for them, as "person". The understanding of the person as supreme value appears only at teen-age, and that is far not at all pupils. The values of the second level such as "freedom" and "justice" practically aren't realized by minor schoolboys, while teenagers in a rating of personal values leave them on the first places though are misunderstood more often. Values of the third, spiritual level, such as "goodness", "beauty", "true" aren't perceived by children of elementary school age as values or treated by them originally. So, for example, "goodness" they perceive as material welfare, as

"things"; the beauty is understood by them only as appearance of the person and denied as value. In end of our short analysis of valuable representations of pupils it is necessary to notice that values-purposes, values-means, values-norms and values-qualities in understanding of children practically don't correspond and if coincidence happened, carried casual, instead of the realized character. So, for example, children don't correlate such concepts, as "person" and "humanity", "life" and "activity", "freedom" and «creation», "peace" and "tolerance", etc. As a result of the research we have come to a conclusion that values of the first level are in «a zone of actual development» of minor children and need only specification, deepening and ordering, and here values of the second and third level make «a zone of the nearest development» of minor schoolboys. There should be serious work of the teacher on an explanation of true sense of concepts and especially it concerns concepts "person" as without comprehension of its true value there is inconvenient a correct understanding of all other values (Girfanova, 2018).

Thus, generalizing the contents of our article, we can draw conclusions that the human values should be seen as the generalized purposes of the modern education focused on a humanistic paradigm. The universal values objectively reflect requirements of mankind activity and are a condition of satisfaction of requirement of mankind as cumulative subject. The human values as the generalized purposes of education represent the complete system constructed according to logic of historical and cultural development of mankind and each separate person in its private development. According to logic of activity approach the human values-purposes have patrimonial character in relation to which values-means, values-norms and values-qualities are specific. Formation of human values at rising generation is carried out through inclusion of children in the various kinds of activity corresponding to their abilities and possibilities, through creation of a situation of success and self-realization of the child.

As you can see, extracurricular activities are part of the educational process and one of the forms of organization of spare time of students.

Extracurricular activities are also activities that are organized outside of school hours to meet the needs of students both in meaningful leisure and participation in self-government and socially useful activities.

It is important to understand extracurricular activities as a component of the educational process and at the same time having such features (for the Russian education system) as: the independence of the educational organization in filling extracurricular activities with specific content and providing students with the opportunity to choose topics and focus of classes in accordance with their interests and personal characteristics.

The objectives of extracurricular activities are defined as the creation of conditions for:

- achievement by students the necessary social experience for life in society, as well as the formation of the system of human values accepted by society;
- development and socialization of each student;
- creating an educational environment that ensures the activation of social, intellectual interests of students in their spare time;
- development of healthy, creatively growing personality with formed civic responsibility, legal consciousness and prepared for life in the new conditions, capable of socially significant practical activities, the implementation of voluntary initiatives (Kalnitskaya & Demina, 2016).

The program of extracurricular activities (meaning the level of educational organization) is an organizational mechanism for the implementation of the basic educational program, which determines:

first, the content of the areas of extracurricular activities;

second, time spent on extracurricular activities by grade and level of education;

third, the requirements for the organization of extracurricular activities (Khabibova & Sytina, 2019, p. 28).

Opportunities for extracurricular activities allow to form and develop sustainable value orientations of the individual, including through the possibility of implementing individual educational routes for students.

7. Conclusion

The approach to prevention, which consists in finding the causes of deviation or asocial behaviour, and then their elimination or minimization of the root causes, deserves the attention of researchers, however, could not be the basis of preventive activities and be exhausted by this. It is necessary to introduce such an element of prevention as value orientations of the individual and further development of its content from the position of stability of the individual.

The system of prevention activity should be based on the stability of value orientations of an individual and as a core of such stability should be the system of human values.

The system of human values acts as internal criterion for estimation of values of all other levels: personal, group, ethnic, social, etc.

The more deeply the person realizes human (universal) values and accepts them as personal, the more it joins world culture. Thus, the culture of each separately taken person settles down on borders of comprehension of human values, i.e. the person, who realized the given values, translated them in the internal plan which has realized them as personal values and guided by them in the daily practical activities is the cultural person.

Extracurricular activities allow anybody to use a variety of types of educational and extracurricular activities, modern technologies of organization of activities; the ability to work in small groups, etc.

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