

LATENT DEVIANCY: PROBLEMS AND PERSPECTIVES OF RESEARCH

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Abstract

The relevance of the latent deviance problem is associated with the acute need to explain the psychological content of socialization disorders in pre-adolescence. The large number of age-related problems of pre-school and primary school age in particular determines the variety of specific configurations of the failure of the child in solving these problems at every stage of development. Polymorphism of the clinical disontogenesis also contributes to this variability. This situation necessitates the search for integrative structures, reflecting the emerging failure of the preschool and primary school children with disabilities, and the risks of further violations of socialization and development of deviations. The phenomenon of latent deviance, acting as a premorbid for deviations can be considered as an integrative formation. In the study of psychological content of latent deviance is of great importance the anticipatory competence study, which is considered a significant indicator of deviations in adolescents and adults. The study of anticipation in children with certain types of developmental disorders suggests its

Keywords: deviation, latent deviance, anticipation, children with disabilities

INTRODUCTION

The relevant problem of studying the prerequisites and mechanisms of latent deviance in pre-adolescence is associated with the acute need to explain the psychological content of the disorders of socialization processes in the preschool and early school age. In normo genesis socialization is provided by the child's involvement in a variety of specific pre-school and primary school age activities and mastering a respective set of regulatory tools. Behavioral deviations are studied insufficiently through the prism of deficiency of standard age related means of activity, communication and cognition, defining the specifics of a child's failure in solving the age problems at each stage of development. A large number of age-related problems of pre-school and primary school age in particular determines the diversity of the specific configurations of such failure; to an even greater extent it relates to the diversity of disontogenesis forms. This makes it necessary to search for integrative structures that would reflect the emerging incompetence of a preschooler in further threatened

violation of socialization and development of deviations.

The phenomenon of latent deviance, acting as a premorbid for deviations can be considered as an integrative formation. In the study of psychological content of latent deviance is of great importance the anticipatory competence study, which is considered a significant indicator of deviations in adolescents and adults. Anticipation study in children with certain types of developmental disorders suggests its heuristic possibilities for the study of psychological mechanisms of deviations. At present the study of the mechanisms and determinants is not only a research problem, but also a social mission of scientists, whose aim is to warn the initial process of the deviant behavior formation in children with HIA, including lower risks of destructive and deviant behavior occurrence in adolescence and early adulthood. The solution of this problem allows us to designate indicators, criteria, predictors of deviations in the preschool and early school age children with HIA and

simulate, predict the success of the processes of socialization.

The Current State of Research into the Problem of Latent Deviance

The concept of deviations as a violation of social norms (ethical, aesthetic, legal, etc.), developed in sociology, traditionally starts to be applied since adolescence. Adolescence is the age period, which associates with the formation of the personality basics, including the initial manifestation of the evolving character accentuation. The basic deviations research in adolescence is carried out in the framework of differential psychology, which studies the character as a component of personality, and in clinical psychology, which considers the pathological character development (Lichko (2010), Kovalev (1985), Lebedinskaya (1969), Rean (2013), Hazell, O'Connell, Heathcote & Henry (2002), Dalbert & Filke (2002), Fligh & Forth (2007). Different classifications of deviations - sociological and psychological, typical of adolescents, as well as various character accentuation and psychopathy typologies are developed (Smith & McCarty 1996), Gannushkin (1999), Kerbikov (1958), Sukhareva (1965), Lichko (2010), Kovalev (1986), Dmitrieva (2012), Zmanovskaya (2007), Mendelevich (2000, 2001, 2002). Accentuated or pathological character as an integral formation presenting a complex structure of emotional and volitional, motivational, communication features, is viewed as a dispositions determinant to specific types of deviations (Rutter (1987), Gippenreiter (1997), Rean (2013), Kolominsky (1997), Kolmogorova (1999). In modern foreign studies anticipation is seen as an important component of high-level intellectual behaviors (conscious, intelligent behavior), significant in the successful teaching and in overcoming behavioral disorders in 7-10 year old children with HIA (Jill Burgess 2012); as the ability to the increasing risk assessment and the further possibility of changing the strategy of persons behavior, depending on the strength of anticipatory emotions and severity of risk (Sheeran, P., Harris, P.R, & Epton, T., 2014); as an opportunity to plan one's own actions in relation to the actions of others in communication, as anticipation is an essential ability of the developing brain in children (Kinsbourne & J. Scott Jordan 2009). It is shown that difficulties experienced by

children and adolescents in the process of socialization can cause the formation of various deviant forms of behavior. A large number of empirical studies is devoted to the interrelation of deviations with the features of the parent-child and marital relations, family education and family situation in general, school desadaptation, associated with lack of educational activity formation and that of school communication, relations among peers, the definition of subject characteristics of deviant behavior and other psychological and socio-psychological factors (Zakharov (1988), Popov (1991), Kondrashov & Brawlers (1997), Korolenko & Dmitrieva (2012), Kudryavtsev & Semenova (2002), Shestopalova (2003), Vaske (2009), Zmanovskaya (2007), Kiseleva (2007) Surovegina (2009), Akhmetzyanova (2004, 2013, 2014, 2015), Twardowskaya (2015) Artemieva (2014), Nigmatullina & Artemyieva (2015), Korn, Sharot, Walter, Heekeren, & Dolan (2014), Sheeran, Harris , & Epton (2014), Mills & Grant, Judah (2014). The problems of etiology and deviant behavior correction in childhood and adolescence have been the subject of analysis in the works of Asmolov (1979), Belicheva (1994), Bozhovic (1995), Bratus' (1984), Grishchenko (1987), Gordeychuk (1987), Kolominsky (1997 2004), Kulakov (1987), Clayburgh (2001.2004), Kovalev (1986), Lichko (2010), Meshcheryakov (1999, 2010), Rosin (1999), Feldstein (1984, 1989,1994,1995), Shustopalovoy (2003), Zyubin (1973), Kudryavtsev (2002). This field of research can be considered disadvantageous, firstly, because of the age limits that determine the specificity of approach to the problem: deviations manifested in adolescence at the behavioral level are the result of the previous violations of the HIA child's development; this defines the study of already formed in the previous age period features, including secondary and tertiary violations that constitute the structure of the defect. Second, the abundance of special factors, somehow determining the risks of deviant behavior, does not allow allocate the integrative formation that shapes, according to many authors, by the end of pre-adolescence and determines adolescent deviation in children with disabilities. This integrative formation is described as the tendency to deviation, general deviant syndrome, deviance. However, in our opinion, this concept should reflect the child's and adolescent's own forming activity, opposed to generally accepted

standards, and on the contrary, the willingness to accept the norms of anti-social groups. The concept of latent deviance, reflecting the growing selectivity of a teenager to external influences (pro-social - antisocial) and high willingness to the emerging behavioral deviations can appear as an integrative category.

The authors proceed from the fact that knowledge of the psychological components of a personality that constitute the subject of the deviation or deviant subjectivity, latent deviance, mechanisms and predictors underlying the formation of deviations in children with HIA will help reveal the latent deviations, identify coping strategies in behavior and opportunely use effective methods of rehabilitation and correction.

Different directions are developing diagnostic tools: a methodology to identify willingness (disposition) of adolescents to implement various forms of deviant behavior (Orel 1992); the observations map of the deviant behavior manifestation of teenagers in adolescence (Mendelevich 2001); Rogers', R. Diamond's SPA range of social and psychological adaptation in adaptation by T.V. Snegireva (2003); methods of studying personality of a maladjusted teenager and his milieu (Clayburgh 2001, 2004); a map of socio-pedagogical observation to identify the level of social development of maladjusted adolescents by S.A. Belicheva (1994).

Compared to sociological, legal, and psychological studies, our research does not consider the forms of deviant behavior but characteristics of the internal determination of deviations in children and adolescents with the HIA, reflected in the concept of latent deviance. An important aspect of the problem consideration is the age-psychological character of the study, carried out in the field of special education.

SCIENTIFIC PROBLEM

The problem of the study is conditioned by the revealed contradictions, on the one hand, in the depth of behavioral disorders problem in children with HIA in preschool and early school age (types, forms, clinical and psychological aspects, etc.) as well as the deviant behavior problems in adolescents (approaches, theories, phenomenology, typology, factors) and, on the other hand, undeveloped

mechanisms and factors in the transformation of abnormal behavior into deviant.

The role of anticipation in these age mechanisms, which great importance is proved in relation to deviations in adolescents and adults is not studied; much less is studied the connection of anticipation with the formation of a latent deviance in disontogenesis.

There is also a contradiction in explanation of deviations in behavior and psychological determinants of adolescents' deviance from the standpoint of neuropsychological, personality, and clinical and biological approaches, while the formation of the age-related psychological structures in normo-genesis is studied mainly from the viewpoint of the activity approach. In addition, identification of psychological deviations determinants of children with disabilities is an important and unsolved scientific problem for correctional psychology. The totality of these contradictions determines the content of a scientific problem.

Research Perspectives

The emergence of teenagers' behavioral deviations is the result of the violations accumulation at different socialization stages of a child with the HIA. The preconditions of deviation that are openly manifested in adolescents and cause public sanctions, by the end of pre-adolescence exist in a hidden, latent form and can not fully manifest themselves in behavior. This phenomenon is indicated by the concept of "latent deviance" that we introduced. Implicit character determines, on the one hand, the complexity of timely psychological diagnosis of latent deviance, and on the other hand, the urgent need to develop an appropriate tool.

Latent deviance is a phenomenon which is not studied in theoretical, methodological and applied terms. Identification of the structure of latent deviance, specific indicators clarifying the components of the phenomenon structure, failure in dealing with age and psychological problems contributing to the formation of a latent deviance, as well as anticipatory competence are the range of questions that defines the scope of our research tasks. We have identified the following areas of the problem study.

Firstly, it is the development of diagnostic tools for the design of valid methods to identify psychological indicators of latent deviance in a preschooler and a teenager, checking their reliability. Second, the development of a model of latent deviance in a pre-adolescent age as a combination of scarce means and forms of communication, cognition, actions (cognitive, motivational-meaningful, regulatory ones) and related deformations of personal development. In particular, it is identifying the role of anticipatory competence in the structure of latent deviance.

RESEARCH METHODS

Diagnostic methods included in the experiment are: questionnaire, testing, psycho-semantic methods. The project provides the design and validation of new methods to identify specific indicators of the structure of latent deviance phenomenon, anticipatory competence as a characteristic of latent deviance identifying its components in children with HIA in age-specific activities.

Scientific Novelty

Scientific novelty of the research is determined by a number of factors. This is, firstly, addressing the study of mechanisms of abnormal behavior transformation into a deviant one in preadolescent age and considering these mechanisms as a consequence of a child's failures accumulation in dealing with problems of knowledge, communication and action in the age-specific activities. Second, it is determined by the application of latent deviance and anticipatory competence concepts to the study of these mechanisms in the preschool and primary school children. Third, it is the emphasis on the identification of specific features of disontogenesis that characterize the formation of latent deviance in children with HIA.

The proposed perspective areas of research could be addressed through a combination of age and psychological features, clinical-psychological and neuropsychological approaches, as well as personal and activity approaches.

Heuristic possibilities of the concept of latent deviance and anticipatory competence are proved in the studies of psychological preconditions for deviations in adolescents and adults; anticipatory

competence studies in children with developmental disorders also show its perspectives in identifying mechanisms of deviations in pre-adolescence.

DISCUSSION

Deviant behavior in foreign science is studied as part of the conceptual model of healthy behavior M.J. Cava; I. Fernandez; G. Misutu (2007); the prevention of deviant behavior of pupils Cerezo (1992); Burke (2007), M.J. Diaz-Aguado (1995); R.Ortega (1997); Macia Anton (2002), Wehmeyer (1996); on the basis of studies of Cochrane Developmental, Psychosocial and Learning Problems Group 2014 American Academy of Pediatrics has identified perspective areas in research of behavioral disorders in children: firstly, to identify the factors that influence the emergence of behavioral and emotional problems; secondly, to assess the current state of diagnostic problems within primary care for children and the family; third, to describe the opportunities and barriers for screening abnormal behavioral disorders and to evaluate the effectiveness of means to overcome these barriers; fourth, to analyze the changes necessary and possible for each level of support system required for early screening of behavioral and emotional disorders (Cheng E.R., Park H., Robert S.A., Palta M., Witt W.P. 2014).

Although the studies of these research centers and authors include certain categories of children with HIA (autism, ADHD), they do not consider the problem of deviations in other categories of children with HIA; the phenomenology and the structure of latent deviance are not studied, and the phenomenon of anticipatory competence as a significant prognostic characteristics of deviations occurrence is not considered.

Thus, the study of the structure of latent deviance, specific indicators to identify the components of the phenomenon structure, the contribution of a failure in solving the age-psychological problems to the formation of latent deviance, as well as the role of anticipatory competence suggests a different research strategy, related largely to the psychology of development and correction psychology.

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