STUDY OF THE PROBLEM OF GENDER ASPECTS OF SOSIAL ABNORMAL BEHAVIOR OF ADOLESCENTS

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Kuliyeva Jamila Arif, PhD candidate of the Chair of Psychology, Teacher
of the Department of Gender and Applied Psychology
Baku State University
(1148, Azerbaijan, Baku, Z. Khalilov St., 23, e-mail:camila1342009@hotmail.com)

Abstract. The article is devoted to one of the actual problems of the modern era. In this connection, the study of the phenomenon of abnormality is of particular importance. In this connection, the issues of research into the phenomenon of social anomaly acquire special significance, since the student's spiritual unhappiness requires prompt pedagogical intervention and qualitative psychological support, which is impossible without studying and diagnosing the pre-disposition status of the personality, which constituted a problematic search field for determining the content of the notion of social anomaly. Social abnormality problem is a new in applied psychology, until recently; it had no independent functional and phenomenological status and was merely considered a part of deviant behaviour. The Social abnormality phenomenon had no definition, its structure was not developed, its functional relationships and descriptive descriptors were not identified and the given concept was not operationalized. Due to the lack of possibility to research social abnormality as a functional predisposition of the deviant status of personality, it had no diagnostic markers systems, i.e. distinctive features. Therefore, the difficulty of distinguishing the theoretical status of the social-abnormality concept, search for reliable diagnostic and representative markers, operationalization of the concept for empirical data recording, collection and analysis; and necessity for the establishment of effective psychological and pedagogical programs influencing teenagers having –abnormal social behaviour on these grounds makes the theoretical study of this phenomenon extremely important.

Keywords: adolescence, way of life, act, social-abnormal behavior, parent, sense, society, value, interactive learning, habit.

ИССЛЕДОВАНИЕ ПРОБЛЕМЫ ГЕНДЕРНЫХ АСПЕКТОВ СОЦИАЛЬНОГО АНОРМАЛЬНОГО ПОВЕДЕНИЯ ПОДРОСТКОВ

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Кулиева Джамиля Ариф, кандидат психологических наук, преподаватель
кафедры гендерной и прикладной психологии
Бакинский государственный университет
(1148, Азербайджан, Баку, ул. З.Халилова, 23, e-mail: camila1342009@hotmail.com)

Аннотация. Статья посвящена одной из актуальных проблем современной эпохи, и в связи с этим изучение феномена аномалии имеет особое значение. Здесь особое значение приобретают вопросы исследования феномена социальной аномалии, поскольку духовное состояние подростка требует оперативного педагогического вмешательства и качественной психологической поддержки, что невозможно без изучения и диагностики предрасположенности личности, ее статуса, составляющего проблемное поле поиска для определения содержания понятия социальной аномалии. Проблема социальной аномалии до недавнего времени была новой в прикладной психологии; она не имел независимого функционального и феноменологического статуса и считалась просто частью вопроса девиантного поведения. Феномен социальной аномалии не имел определения, его структура не была разработана, его функциональные связи и описательные дескрипторы не были идентифицированы, и данная концепция не была апробирована. Из-за отсутствия возможности исследовать социальную аномалию, как функциональную предрасположенность к девиантному статусу личности, она не имела систем диагностических маркеров, то есть отличительных признаков. Следовательно, сложность различения теоретического статуса концепции социальной аномалии, поиска надежных диагностических и репрезентативных маркеров, практической реализации концепции записи, сбора и анализа эмпирических данных и необходимость создания эффективных психолого-педагогических программ, воздействующих на подростков с аномальным социальным поведением на этих основаниях, делает теоретическое изучение этого явления чрезвычайно важным.

Ключевые слова: подростковый возраст, образ жизни, поступок, социально-аномальное поведение, родители, чувства, общество, ценности, интерактивное обучение, привычка.

INTRODUCTION.

The progressive rapid changes within the Azerbaijani society over the past few decades have had a great impact on the formation of the youth's focus on wealth. There have been radical changes in public consciousness and as a result, great attention is being paid to the issues of social and cultural development and gender education of the younger generation within the education system of Azerbaijan. Upbringing of school graduates as a fully developed competent personality, the creation of gender culture on ethical and moral grounds, attributing value to the traditional family ideals and humanistic attitude to the surrounding are among the main features of the education of young people.

Despite of the existence of large theoretical and conceptual (socio-cultural, pathopsychological, medical, psychological, economic-legal, etc.) basis in the modern social-humanitarian sciences for understanding social abnormality as a complete and independent psychological phenomenon of diverse nature die to its origin, social abnormality has not been studied as a problem in the works of both national and foreign psychologists. The importance and necessity of the scientific study of gender problems in the social

behaviour of the youth are highlighted by numerous researchers of Azerbaijan such as Z. Guliyeva, A. Alizade, R. Ibrahimbayeva and others.

For the first time, researchers have explored the issues of the deviation of individual behaviour from the accepted collective norms in the early twentieth century (M. Weber, E. Durkheim, M. Deutsch, S. Freud, A. Adler, C. Jung). Issues such as sex-role identity, impact of collective imagination and mental adjustment on the self-introduction behaviour of an individual in the society are explored.

The interest in studying ethical and socio-psychological nature of human behaviour and the social standards of health can be observed in the last third of the twentieth century as well. Sociological identification, its formation conditions and distortions were studied as an argument for anomalous behaviour, social conflict, (J. Berry (1998), M.Seagull (1997), H. Triandis (1997), E. Durkheim (1998) and others.

Interest in the issue of the social adjustment of behaviour on the basis of the study of a person's sex-role identity consciousness can be observed in the second half of the twentieth century. At the beginning of the 21st century, the issue of the social norms of personality behaviour started to be

regarded as a complex interdisciplinary problem.

The causes of abnormal social behaviour are analyzed, and the strong impact of destructive life experience of the person, models of deformed parent-child relationships, as well as cultural and social deprivations in the development is highlighted. Psychological mechanisms of the formation of social abnormal behaviour are distinguished; it is the process of self-identification (mostly with one of the parents) with the important adult and, on this basis, the process of generation of new value and meaning derivatives; later they are also automated and eventually gain a leading meaning status in the development of the socially abnormal adolescent personality.

Deed as the moral choice made by adolescent personality is distinguished as a psychological tool for the formation and correction of abnormal social behaviour and automation of negative manifestations leads to the formation of social abnormal behaviour stereotypes.

The comparative transcultural analysis of gender culture has allowed to distinguish and analyze two main types of culture in the context of the characteristics of the abnormal models of the socialization of personality: gender monism and gender dichotomy.

In this context, the gender characteristics of the abnormal social behaviour are analyzed. It was established that regardless of culture type, the transformation of gender roles in critical direction (regardless of normative monism / normative dichotomy) is always regarded as a manifestation of social abnormality in the behaviour of adolescents (severity of the normative gender characteristics of the behaviour (hyper-role behaviour) that does not comply with strict and social moral requirements).

Diagnostic references and psychological descriptors of gender characteristics of the social abnormal behaviour were distinguished as a result of the thesis. Major structures of abnormal social behaviour (descriptive zones) are: cognitive (meanings, interests, needs, values); emotional-voluntary (sense, dynamic regulation, emotional modus) and attitude-meaning (treatment in the context of choice situation).

The methodological basis for studying gender characteristics of the abnormal social behaviour of teenagers is the use of metasystem approach with reference to the synergetic concept of scientific analysis of human behaviour. In this regard, the idea of personality forming effect of sociocultural environment, its cultural identity and nature of the child's close microcosmic environment in shaping his/her personality, gender and social identity, as well as the S. Bem's sex role types, and perceptions of parental influence in the process of sex-role identity, and psychological and development features of the child and tanager are used in the work (S. Freud, E. Erickson, A. Rean, etc.).

Processing of the obtained data, comparative analysis of the results of observations was carried out using the mathematical-statistical methods of data (mean, standard deviation, Student's t-distribution, correlation analysis (Pearson criterion)).

The following methods were used:

1) T. Leary's questionnaire on the psychological and psychophysiological characteristics of personality,

2) S. Bem's masculinity and femininity questionnaire;

3) Methodology of Differential Diagnosis (B.M. Bekhterev);

4) Freiburg Personality Inventory (Form B);

5) "Life Purpose Orientation" test (D. A. Leontev);

6) The level of expression of the abnormal social behaviour. A social abnormality questionnaire - "SAQ" (social abnormality assessment) is specially developed for this research.

The hypothesis about the predominant and formative role of the micro social family environment in the process of automation of socially abnormal behaviour models was confirmed in the research process. The study showed that regardless of the gender status, psychological characteristics of the abnormal social behaviour of adolescents are the result of the deformation of the value and meaning structure of their I-Concept. The value and meaning deformation of the I-concept is the consequence of parental behavioural models and socialization as the subjectively perceived non-constructive images of cultural identities. In general, the gender characteristics of abnormal social behaviour are characterized by certain typological, emotional and dynamic, content and meaning features of manifestations of aggressive, excited or hysteroid types of social interaction.

The gender characteristics of social abnormal behaviour of a teenager are identical to the gender characteristics of one of the parents who are of high value for the teenager (those parents are also the bearers of the model of abnormal social behaviour).

Statistical analysis of the social abnormality phenomenon showed that social abnormalities are more frequent among boys (62.5% and 37.5% girls). It can be explained by the mentality of upbringing in the Azerbaijani society: girls are traditionally raised in line with the spirit of national and family related and sexual cultural traditions, and are therefore less exposed to negative social and cultural influences. Traditional female roles are based on the basic mentality of national family culture. The boys become more active and relatively independent, they try to actively change the environment and, therefore, they are more often in conflict situations with those who surround it.

Therefore, girls' attempts to pursue career goals at the loss of traditional family values are viewed as a form of the manifestation of social abnormal behaviour.

The study showed that regardless of sex identity, the behaviour based on standard gender "actions" (such as girls' masculinity and femininity of boys) and hyper role behaviour (aggravation of traditional normative characteristics of gender) are also seen as a manifestation of social abnormality.

Although hormonal imbalances in adolescent ages constitute a natural psychophysiological basis for the adverse personal qualities of teenagers, they are able to shape a socially deviating type of behaviour and the emotional crises of personality only in case of negative experience in family interactions.

Hyperrole behaviours are always compensatory and are called "compensating gender" in the research and imply that the teenager is unable to reconcile gender behaviours specific to two culture within his/her own I-Concept (culturally transmitted and represented in family where parents themselves have socially abnormal status).

Teenagers have to reconcile incompatible requirements (family and social norms) and it eventually results in cognitive dissonance. The solution of this dissonance is based on the formation of marginal gender-based behavioural models of "compensating masculinity/femininity" as a manifestation of excessive exacerbation of masculine and feminine behavioural symptoms.

Negative personal example of an adult who is of great importance for the teenager is seen as an instrument for formation of the social abnormal behaviour. The psychological mechanisms of the negative impact of the socially abnormal parental behaviour patterns on the social abnormal status of a teenager were determined in the research process. The parent's life experience is a major factor. It shapes the basic mental structure of teenager's mind (about himself, his/her surrounding, objects, social events, i.e. gender and social self-identification) in the school age.

The success of the psychological correction of an adolescent is determined by the success of the correction work with the family. The structure of adolescents' and parents' personalities does not include the main psychological derivatives of their personalities.

They (developed self-reflection, sense of responsibility, positive self-esteem, and I-concept, sense of confidence in

oneself and the environment) would provide high resilience and stress tolerance. They do not have a productive life experience as a value and meaning basis for the implementation of socially desirable behavioural models, but aggressive-protective stereotypes; the lack of creativity, and the moral deformity of basic mental conceptions have prevalence.

The comparative analysis of the results obtained through S. Bemin's "Personal Differential" and D.A Leontev's Life-purpose Orientations" test methods showed that if a parent of subjective value is characterized by gender identity disorders (behaviour based on gender "acts"), the teenager adopts his/her behavioural model that is deformed in terms of gender. In general, gender actions are more frequent in comparison with the hyperrole behaviour, which is more common for boys.

Correction model of applied optimization was developed by the author and approved in the experimental process. Application of the model showed that the major problem in the process of correcting the abnormal social behaviour of adolescents was the adoption of the standardized range of self-expression as the bearer of male or female role within the society and teaching them the productive emotional and self-regulation skills.

The study of the mental value and meaning base of the abnormal social behaviour revealed that, national mentality; people's traditions can be regarded as a powerful educational factor and tool for preventing the formation of social normative gender models of behaviour.

The examination of the social history of the studied showed that regardless of their sexual identity, adolescents with social abnormalities are more likely to come into conflict with the elderly and peers, poorly adapt to the social behavioural standards within the community, tend to critically approach to the traditional gender roles, and their ethical behavioural standards are shaped with difficulty and have following negative characteristics: laziness, stubbornness, negative attitudes and hostility towards others, disbelief, indecision, unsociability, vengeance, and aggression.

The effects of negative family behaviour are the same both for boys and girls: a negative example of parents (parents themselves demonstrate asocial behaviours (56.7% boys and 45.6% girls), lack of gender culture in the family (14.5% boys and 13% girls), lack of financial means (78.9% girls and 67.9% boys), physical abusive behaviour towards family members, severe punishment or abuse of children, disrespectful attitude to women (34.6% boys, 45 % girls); parents' laziness and lack of desire to work and develop culturally (67.8% boys and 89% girls).

The study showed that a comprehensive approach to the correction of the abnormal social behaviour is urgent and necessary. Some issues of correction: first of all, renewing the system of parental behaviour and requirements, secondly, the effective inclusion of the adolescent into the system of training relationship, gaining and realization of socially desirable life experience by the teenager, and close collaboration of the school and parents for the establishment of the new socially desirable forms of teenager activities.

Referring to the formation of basic self-reflection, positive self-esteem and I-concept, as necessary and sufficient component for the teenager's subjective readiness for psychological and pedagogical correction of his/her personality.

The five-step model can be suggested for correction of abnormal social behaviour. We call it "Five Steps to Success". This model can be based on any correction program and consists of the following algorithm:

1 - Identification of information - the formation of the reference group;

2 - demonstration of the socially desirable behaviour model;

3 - stimulation and strengthening of the form of selection of treatment;

4 - forming mentally developing environment;

5 - ensuring systematic and consistent implementation of all correctional steps.

Table 1. Model of the psychological and pedagogical correction program for teenagers with asb (abnormal social behaviour)

| Typology of subgroups:	Subgroup 1	Subgroup 2	Subgroup 3
1) Name of the subgroup	"Reflective self-correction"	"Reflective self-destruction"	"Protective self-destruction"
2) The leading trends in the value and meaning system of the teenager personality	"I understand that I am bad but I want to be good"	"...I realize that I'm bad, I like it and I do not want to be good"	"The world is hostile to me, so, I am also bad to fight against this world."
CORRECTIVE WORK:			
Corrective direction	Reduction of SA indices		
Work with teenagers			
	- stabilization of training motivation - gender sensitization raising self-esteem; - strengthening socially desirable experience of interpersonal interaction	-strengthening training motivation; - gender sensitization - restoration of personal qualities with insignificant deviation;	- shaping training motivation; - gender sensitization -shaping and strengthening good moral behaviour
Working with family			
	- improving the psychological atmosphere in the family; - shaping positive interpersonal relations - organization of joint activities - use of traditional role functions (involving the elderly family members, grandfathers, grandfathers, etc. in the upbringing process) - informing family members about the negative role of gender stereotypes in relationships with such adolescents	- changing the psychological atmosphere in the family; - shaping positive interpersonal relations; - organization of joint activities; - use of traditional role functions (involving the elderly family members, grandfathers, grandfathers, etc. in the upbringing process); - informing family members about the negative role of gender stereotypes in relationships with such adolescents;	- establishing positive psychological atmosphere within the family; - shaping positive interpersonal relations; - organization of joint activities; - use of traditional role functions (involving the elderly family members, grandfathers, grandfathers, etc. in the upbringing process); - promotion of non-acceptance of gender stereotypes in relations with SA adolescents
Work with peers and educators			
	-instilling tolerance in adolescents' classmates; - raising gender-sensitivity of teachers	- establishing joint activity groups of "the SA teenager and classmates"; - raising gender-sensitivity of teachers	-establishing joint activity groups of "the SA teenager, classmates and educators" - raising gender-sensitivity of teachers
THE MAIN TOOL OF CORRECTION:			
	- psychological counselling for teenagers and parents; - gender awareness-raising	- psychological and pedagogical correction of adolescent behaviour; - counselling for parents; - gender sensitization (trainings);	- psychological and pedagogical group correction and psychotherapy; - family therapy - gender sensitization (training and education) - elimination of gender stereotypes (training)
Recommended correction methods and forms:			
	-methods for early detection of SA; -individual interview method; - trainings focused on personality development; -individual psycho-correction of the adolescent; - methods for raising self-esteem; - counselling of parents; - familiarization with gender literature; -training of self-confident behaviour; - self-management training; -excursion and volunteer activities (assisting children with disabilities at boarding schools, shelters, the elderly, the poor, etc.) within the framework of school projects	- individual consultative work; - methods for development of self-reflection; - methods for stimulating behavioural change motivation; - to engage in socially desirable active labor and social co-operation activities; - art therapy as a method of correction of emotional states; - engaging in physical education and socially useful labor (circles and sections in addition to formal education systems); - acquaintance with the spiritual folk sources that regulate family traditions and family relationships through seminars, classroom hours, by visiting cultural venues and attending events in the city - gender training; - systematic psychological and pedagogical control and supervision (monitoring)	-social, psychological and pedagogical correction methods, - psychotherapeutic methods (including psychoanalytic); - methods for stimulating behavioural change motivation; - methods for shaping positive attitude (Gestalt therapy); -trainings (including gender) -social role training; -family awareness and prevention; -involvement of parents in joint school holidays, sports competitions, festivals, etc.; - promotion of socially desirable behaviour; - systematic verification (monitoring) -monitoring the atmosphere in the family of the adolescent - trainings for stimulating responsible behaviour
Prediction of correction			
	Positive	Conditionally positive	Uncertain

DISCUSSION OF RESULTS.

73 boys and girls - teenagers with socio-abnormal status, participated in the study to enhance the validity of the study procedure, a group of normal teenagers (i.e. not having the status of socio-abnormality - *control* group) consisting of 40 teenagers participate in the experiment. Thus, as can be seen from tab. 1, socio- abnormality as defective Self-concept and value of the deep internal contradiction of the teenager's personality (the average level of difference $\Delta_{I\ am\ real\ =\ I\ am\ perfect}$ according to the T. Liri grading scale have made at least 5-6 points) is more common for teen boys. Boys accounted for 62.5% of the total sample, girls - 37.5%.

Such gender imbalance is explained by the mental characteristics of the parental upbringing of the younger generation in the traditional Azerbaijani society: girls are culturally oriented in the spirit of national and family traditions and as a result, are less susceptible to negative socio-cultural influ-

ences both in the family and its beyond.

Table 2. Distribution of the individuals by gender in the experimental group (% of total number of ones with socio-abnormal (SA) status)
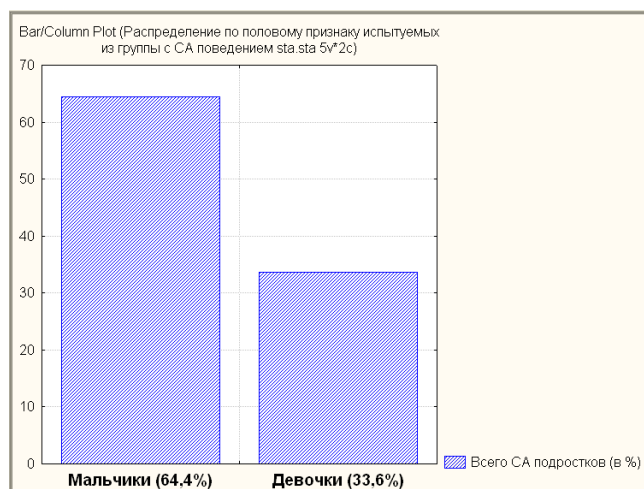
The adopted female role is often transferred to the girls by older women and reflects the basic principles of traditional Azerbaijani family: the woman's behavior is regulated by respect for the husband, father, focus on the active role of men as the protector and support of the family. Girls are inculcated absolute value of the family, so value-sense orientation of teenage girls has traditionally focused on the priority household activity compared to production one, and it less likely provokes the establishment of socio-abnormal behavior model than boys.

Comparison of the average level of difference $\Delta_{I, am}$ $_{real = I\ am\ perfect}$ according to the T. Liri grading scale with a control group of teenagers "normal" and the studied "socio-abnormality" group, allows to suggest that socio-abnormal behavior is always derived from the contradictory and conflict Self-concept and Self-esteem of the teenager. While comparing the social and cultural history of the studied "socio-abnormal" group it is possible to state that the vulnerability of the system for Self-esteem is often associated with a lack of emotional and protective functions of the family: single-parent families (34.5%), flawed parental Self-concept (56.8%), the crisis of interpersonal relations of parents (78.8%), lack of communicative culture and common cultural features of the parents (87.9%) (see. tab. 2).

Table 3. Comparison chart of features in parental relations of teenagers with
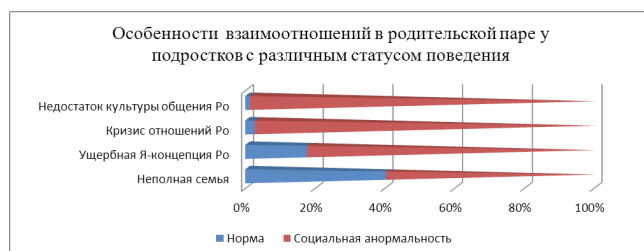
The interaction of the teenagers in the parental couple with various behavior status

Lack of communication culture Po
Crisis of relation Po
Problematic I concept
Single-parent family
Norm Social abnormality

In general it can be argued that the socio-abnormal behavior model among the teenagers characterized by sharp and inconsistent with the condition of emotional well-being of people around sharpening normative gender behavior characteristics (hyper role-based behavior of teenagers when teenage boys are hyper-masculinity and ten boys and girls

are hyper-feminity) is always considered as a manifestation of socio-abnormality. Negative personal example of adults in this case, is the main condition for the establishment of socio-abnormal behaviors of teenager's personality, as evidenced by the relatively high coefficients of correlation between the performance index K_{korr} femininity and masculinity of the parent and teenage behavior.

Accordingly, the content-meaning, and emotional and dynamic manifestation of the hyper role-based behavior model of girls often identical to the gender behavior model of their mothers ($K_{korr} = 0.42$ for P-level<0,05), for boys there is a direct positive correlation with the gender model of behavior of their father ($K_{korr} = 0.56$ for P-level<0,05).

Girls often demonstrate hyper role-based behavior than boys. Behavior with obviously hysteroid, egocentricity, deceit, capriciousness, emotional instability features was observed in 30.8% of total number of socio- abnormal female teenage girls. For teenage boys the figure was 19.2%. Application of correlation analysis and the results of the questionnaire masculinity-femininity by S.Bem with the results using the Freiburg personality inventory (FPI) allowed sorting the personality characteristics of teenagers with socio-abnormal behavior depending on the index of gender normativity *IS* for the behavior of teenagers themselves, and for their parents.

Thus, the correlation coefficient (K_{korr}) between parameters of masculinity (IS_m) and femininity (IS_f) indices of the parents and studied teenagers with hyper-role-based socio-abnormal model behavior made on average for girls $K_{korr} = 0.67$ for P-level<0,05, and for boys $K_{korr} = 0.43$ for P-level<0,05, that if the trend of prevailing influence of the parent reference group (parental expectations, attitudes, role patterns) against teenage boys suggests also a more active role of the influence of the surrounding teenage environment.

Boys are more affected by the teenage group expectations and often their hyper role-based model caused not only by parental example but also the membership in various teenage groups (see. tab. 3).

It should be noted that the dominant influence is substantial-semantic, emotional and dynamic characteristics of the gender of parental behavior is maintained as in the case of progress of gender normativity (when the boys are feminine and the girls are masculine).

The study has revealed an interesting phenomenon of "*gender transformation*" which is almost inevitable for incomplete family situation within the society, which is characterized by gender culture by type of *normative monism* (rigid normative gender identity of socio-cultural norms of conduct of men and women: (when the men are feminine and the women are masculine).

Table 4. Diagram of the various factors of social influence on the establishment of socio-abnormal behavior model of teenagers
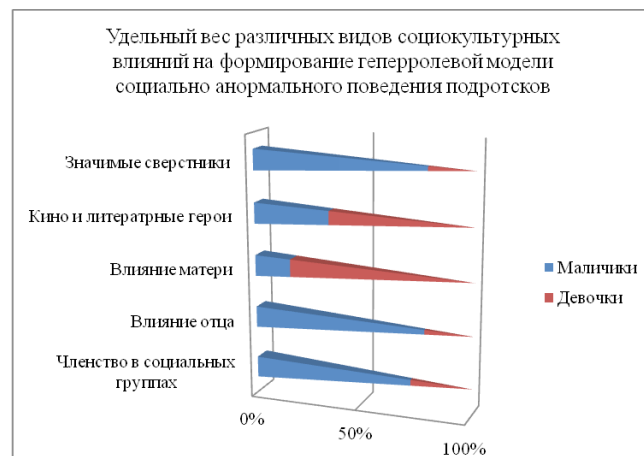
Specific gravity of various types of socio-cultural influences on the establishment of hyper role-related model of socio-abnormal behavior of the teenagers

Relevant peers
Cinema and literary characters
Mother's influence   Boys
Father's influence   Girls
Membership in the social groups

So, in a society with a gender culture by type of *normative monism,* gender shifts always occur as a result of incomplete families and deformation of the social and cultural stereotypes of female behavior that are inevitable in such family. In single-parent family women's traditional role becomes eclectic, woman who forced to have their own family and take care of its well-being almost become masculinized. Given that the teenager takes as a gender identity model the only available and relevant model of parental behavior, which actually exists, it is possible to understand why the boys in single-parent families often feminized or androgenized. This is due to the lack of sample male masculine type of behavior in the family, due to the presence of the strong domineering mother (and passive father, if full family), while girls more often in such cases are under the influence of the same factors masculinization. This independence is highlighted in the study as *a social phenomenon of "gender transformation"* which is a characteristic feature of modern metropolis for single-parent families or families with distorted gender behaviors of parents and is to some extent an indicator of the crisis of the traditional family.

At the same time, the study found that if a significant adult is characterized by gender shifts (i.e. in case of masculine unconventional woman, and a man - feminine, you can get an idea by analyzing the results obtained by the method of S.Bem reflecting gender identity of the studied parents), the teenager also adopts gender-deformed model of behavior and adopt it as his/her own scheme of interaction with others. In this case, we can say that socio-abnormal behavior has the features of gender shift.

So, girls who mothers were masculinized, also showed a high index of masculinity according to S. Bem method (K_{korr} = 0.63, P-level<0,05), boys whose fathers were feminized showed either androgyny, or low values of femininity (K_{korr} = 0.73 for P-level<0,05).

Note that, the gender aspects of socio- abnormal behavior are considered in in the study both actions contradicting the norms accepted in the society in terms of the conduct of men and women, which manifest in the form of imbalance of emotional processes, social exclusion, violation of self-actualization process as well as in the form of evasion from moral, ethical and aesthetic control over their own behavior in the context of perception of their belonging to a specific biological sex and assigned to them by specific requirements of normative behavior. Analysis of the social history of the studied teenagers showed that personal problems of the socio-abnormal teenagers are identical to psychological personal problems of their parents (76.7% of the studied ones).

Projective conversation with parents and teenagers showed that the most common problems of the teenagers with socio-abnormal behavior include: self-esteem crisis (67.7%), lack of self-esteem (45.6%), lack of faith in their own forces, blurring their life plans (69, 8%), low communicative culture (89.8%), complexity of the relation with the opposite sex (54.7%), greed (78.7%), jealousy (34.5%), laziness (67.7%), selfishness (90%), deceit (45.5%).
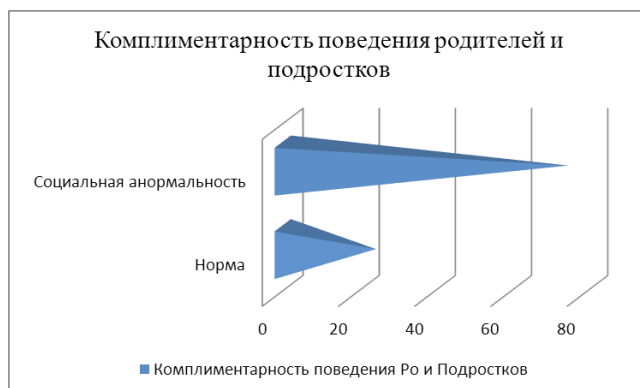
All the teenagers with socio-abnormal behavior, characterized by manipulative behavior model are often use "material" exchange relation each other when the other is valued not for the personal qualities and personal contribution to the communication but considered as a person having certain social or physical opportunities.

Thus, the socio-abnormal status of personality is always the result of deformation of social relation of the teenager. Failure to properly treat the difficulties of life is the result of weak regulatory awareness of the teenager as a result of lack of personal capabilities to implement this knowledge in real life, which is a consequence of negative life experience of the

teenager and at the same time an indicator of reducing social protection and adaptive functions of the family ambiance.

Experiments able to distinguish *three types of emotional* orientation of the gender socio-abnormal behavior of teenagers and their parents: a dominant aggressive, anxious-phobic and hysteroid-demonstrative, and two types of social regulation violations of gender socio-abnormal behavior: the type of *social exclusion* and *social facilitation*. In such case, in more than 75% of cases, there is an absolute complementarity behavior of parents and teenagers with socio-abnormal status, and in a group of teenagers with a "normal" status, such coincidences were fewer (24.5%) (see: tab. 5). As the most common causes, we can talk about violation of the processes of early socialization and enculturation of the individual in society in the context of learning and representation by the parents to their children the deformed models of behavior.

Table 5. Comparison chart of complementarity of the parents and teenagers behavior for the "norm" and "socio-abnormality" groups.

Complementarity of the parents and teenagers' behavior
Socio-abnormality
Norm
Complementarity of the Po and teenagers' behavior

Comparative analysis of gender characteristics of parental behavior patterns and value-semantic peculiarities of manifestations of socio-abnormality obtained by using the methods of T.Liri "I am real – I am perfect", LSS by D.A.Leonteva, Freiburg inventory, S.Bem "Masculinity-Femininity" showed the close relationship of these parameters (average value of the correlation coefficients between score K_{korr} $cp = 0.65$ for P-level<0,05) for such indicators as the lack of intelligence in the future goals, aggression and hostility in communication, low self-esteem, high subjective dissatisfaction with oneself and the life of difficulty. These negative psychological characteristics of teenagers with socio-abnormal behavior is also observed as a pronounced psychological characteristics

According to the results of the study, it was possible to identify three types of manifestation of socio-abnormal behavior, which are peculiar to boys and girls.

Thus, the first typological group was called "*reflexive self-correction*" and is peculiar to boys and masculine-oriented girls. Such teenagers are characterized by developed reflective function, severe power and Self-concept activity, its integrity and completeness. In the structure of the life experience of teenagers there is a certain problematic and subjective situation which successful solution is required from teenager committing socially constructive action taken within the framework of social values and norms. Establishment of this positive life experience for resolving the crisis situations is considered in the personal stories as a starting point of correction of their socio-abnormal behavior. In general high rate socio-abnormality, it is possible to observe the desire of this studied typological group to improve themselves, and to correct unwanted personal characteristics acknowledged by them. This category is a promising one in respect of a favorable correction forecast and

is characterized by confidential and interested relation of the parents. The second typological group was called "reflective self-destruction" and the teenagers' distinguishing features in this category is (regardless of gender) is a complete lack of will to correct their negative behavior stereotypes. Aware of their negative personality and behavioral traits, this studied group did not want to deal with their negative qualities; they completely suit their real self-image, which is perfectly matched with their perfect image.

The study allowed making sure that this category of the studied ones was quite severe in correctional respect that was due to negative social experience of their life, which is largely determined with negative samples of social behavior of the parents. These teenagers have been faced traumatic psychosocial factors in the form of constant influence of negative parental example or examples of other adults or permanent negative impact on the teenagers' self-consciousness by the antisocial conditions.

CONCLUSION

İt is possible to come to conclusion that the analysis of the correlations suggests that the communication of the teenagers with socio-abnormal behavior, regardless of gender should be characterized by superficiality, consumer-rider attitude to others, and the desire to manipulate.

These stylistic features of teenage interpersonal interactions are caused by negative example of parental social behavior and accepted in the family having social and cultural stereotypes. Thus, it can be argued that the socio-abnormal behavior is derived from social, cultural, personal and gender-sensitive parental behavior that can be schematically shown in tab. 6.

Psychological mechanisms of establishment of socio-abnormal behavior are moral act perpetrated by the parents, which reflects the parent's negative life experience, and is embodied in the basic mental structures of the teenager's consciousness.

In conclusion, note that the key moments of the subjective willingness of the teenager to correct the negative features in his/her behavior and personality is the ability of reflection which encourages the teenager to seek a new social valuable alternative option for committing the action-choice.

Table 6. Sources of establishment of various socio-abnormal behavior models of the teenagers
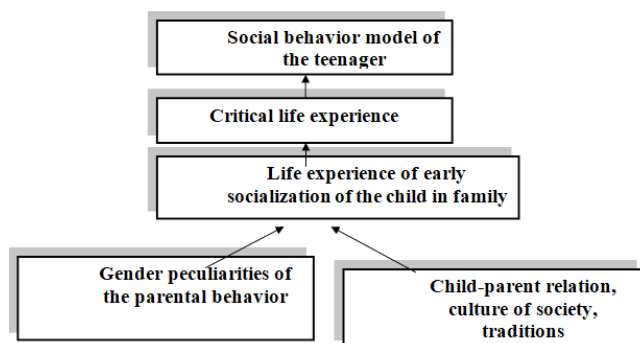
The study results allow to suggest that psychological and pedagogical correction of socio-abnormal behavior is considered as a complex task, which requires, firstly, the updating of the system of parental behavior and parental requirements, and, secondly, the close cooperation of school and family, creating socially valuable new forms of teenager activity, his/her fundamentally new productive inclusion in the system of education and interpersonal relationship, and the accumulation and understanding of social valuable experience of constructive interaction with his/her social environment.

Based on the formation of a fundamental reflection, positive self-esteem and positive self-concept as necessary and sufficient components of subjective readiness of the teenager for implementation of psycho-pedagogical correction of his/her personality by the offered five-step socio-abnormal be-

havior model which we called "*Five Steps to Success*." This model can be used as the basis of any correctional program:

1 – Provision of rapport, and establishment of the reference group;

2 – Demonstration of the social value of response sample or behavior model;

3 - Binding and stimulation in activity in the form of action-selection;

4 - Formation of mentally of developing environment and reverse incentive communication system;

5 - Systematic and consistent implementation of all the corrective steps

Thus, the research on gender aspects of abnormal behaviours of teenagers and its analysis has led to numerous results. Some of them are:

1. Abnormal social behaviour can be regarded as the value and meaning predisposition of the deviant status of personality.

2. Regardless of the gender status, psychological characteristics of the abnormal social behaviour of adolescents are the result of the deformation of the value and meaning structure of their I-Concept.

3. Regardless of gender, social abnormal behaviour is characterized by the following criteria:

personality is not related to psychological pathology

- a high level of subjective dissatisfaction with life and oneself

- possibility of hysteric and blackmail behaviour,

- high level of excitement,

- aggressiveness,

- with a high level of conflicting,

- with no direct damage to the environment,

- continuous manifestations of social maladaptation.

4. The study showed that regardless of sex identity, the behaviour based on standard gender "actions" and hyper role behaviour are also seen as a manifestation of social abnormality.

In general, social abnormality is an asymmetric phenomenon in terms of gender. Statistical analysis showed that social abnormalities are more frequent among boys (*62.5%* and *37.5%* girls). Boys are often in conflict with the world that surrounds them and actively try to influence this world, which in turn leads them to confrontation with generally accepted behavioural rules and regulations.

5. The gender characteristics of social abnormal behaviour of a teenager are identical to the gender characteristics of one of the parents who are of high value for the teenager.

6. The negative impact of parents' abnormal social behaviour on teenagers was identified.

7. Following factors affecting the *formation of the gender specification* of the abnormal social behaviour of teenagers *are* identified:

* social and cultural norms that determine the attitude towards the family;

* child-parent relationship style;

* sexual and cultural self-identification with parents and other reference persons;

* ethnic and ethical traditions of society;

* family's social protection level;

* education level of parents and other children in the family.

* the general cultural and educational level of children and parents.

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