

**NEWS**

**OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN**

**SERIES OF SOCIAL AND HUMAN SCIENCES**

ISSN 2224-5294

<https://doi.org/10.32014/2018.2224-5294.45>

Volume 6, Number 322 (2018), 134 – 145

**M.N. Yesengulova**

K. Zhubanov Aktobe Regional State University, Aktobe, Kazakhstan  
ms.miko77@mail.ru

**PSYCHOLOGICAL ASPECTS OF REINTEGRATION  
AND RESOCIALIZATION OF "TROUBLE" ADOLESCENTS  
IN KAZAKHSTAN**

**Abstract.** There are 70% of minors in Kazakhstan, convicted to imprisonment, recommit crimes, often more serious than before. The problem of "difficult" pupils is one of the central psychology and pedagogical problems. Great public importance of the discussed problem becomes especially obvious during the creation of the democratic state with a market economy. A difficult economic situation of the country, the crash of former outlook and not formation new, lack of due knowledge and abilities to live and work in the conditions of competitive and high-performance production - all this resulted in our society in serious difficulties and the internal conflicts. Especially difficult during this period it appeared to younger generation. Among youth, the nihilism, the demonstrative and causing concerning adults behavior amplified, is more often and in extreme forms, the cruelty and aggression began to be shown. Sharply crime among youth increased. The growth of juvenile crime increases the rates considerably advancing growth rates of offenses in other age groups. And there are all new types of deviant behavior. The youth participates in paramilitary forces of the political organizations of extremists, in the racket, cooperates with the mafia, is engaged in prostitution and pimping, commits economic crimes. It is important for teachers to know that the number anywhere not the studying teenagers increased among offenders for more than 40%. Already these data demonstrate that the youth especially needs today the help of tutors and mentors. Therefore the problem of "difficult" teenagers, the organization of work with difficult teenagers in school and beyond its limits is a current problem of this article. Adolescents studying in the special educational institutions and in the other organizations are the group which requires special attention from the state. This group is stigmatized in mass and state documents. The problem of stigmatization is "delinquency" of these adolescents. The youth at risk concept is devoted to different labels and everyday practices of the adults which can be defined as delinquency. Adolescents are punished for different types of practice and sent in the institutions of various correctional forms. There are different types of everyday life in these institutions from full isolation of adolescents to more «soft» everyday life practices and activities. These open institutions provide special conditions and symbolic space for troublesome adolescents. In these institutions, adolescents go through a life cycle. The open type institutions use special mechanisms of control, suppression and correction which don't isolate and rehabilitate the "troublesome" adults. The everyday practices of adolescents are regulated by the regime in the institution. The objectives of such institutions are the inclusion of troublesome adults in social life. However, this process depends on the city and institutions.

**Keywords:** "difficult teenagers," teenage age, Juvenile Justice.

**Introduction**

There are 70% of minors in Kazakhstan, convicted to imprisonment, recommit crimes, often more serious than before. This is due to the negative impact of criminal psychology that exists in institutions where juveniles acquire criminal records and are influenced by adult criminals. However, the report finds that such settings often do more harm than good, causing depression, thoughts of suicide, acting-out behaviors and recidivism among these youth. Recognizing this problem, many states have enacted a variety of community-based "diversion" programs aimed at keeping offending youth out of the court system, particularly those who have committed nonviolent crimes or "status" offenses such as truancy, running away from home or defying parents or other authority figures. Diversion services, though, are extremely diffuse in their design and in the populations they intend to serve, say psychologists in the area of juvenile justice. What's more, most programs that communities use are not backed by science.

However, in recent years, new factors have been impacting the development of teenage social skills. For one, technology now plays a prominent role in teen relationships. Additionally, more and more kids are being diagnosed with social anxiety and autism spectrum disorder. Overall, when it comes to socializing, teen coping skills are becoming increasingly necessary to help adolescents create healthy social lives and optimum mental health. The proliferation of social media and cellphone use means that teens engage in less face-to-face socializing. Thus, real-time communication can feel daunting and scary. An awkward teen may feel more comfortable relating to peers from the safety of their bedroom, via texts and Facebook comments rather than actual conversation. In fact, a study by the Pew Research Center found that only 25 percent of teens spend time with friends in person (outside of school) on a daily basis.

Additionally, the study found that video games play a crucial role in the formation and development of teenage relationships. This is true for boys in particular. While 16 percent of male teen gamers play in person with friends, more than twice that number play with friends online. In a 2017 review study done at the University of California, Irvine, researchers concluded that “digital interactions offer increased benefits in some areas while posing additional risks in others.” Those “additional risks” include the increased potential for cyberbullying and spreading rumors.

No one likes teenagers—not even their own parents. On the subway, you can often watch adults scurry to find other seats as soon as they spot a group of teenagers hop on the train. Parents dread these infamous years, where they’ve been warned to expect a glass of cheek with a splash of rashness, and a dash of drama. Teenagers are bound to hang out with friends you don’t like, hate your rules, hate you even more, and react with utter contempt when you try to correct their irresponsible and often impulsive behavior. One reason why having a teenager might be so stressful is that teenagers engage in a lot of risky behavior—more than children or adults of any other age. Alcohol use and cigarette smoking typically begin during these years, along with lots of other risky behaviors, like unprotected sex and reckless driving. Teenagers don’t do these things because they’re dumb; in fact, research suggests that by the age of 16, teenagers are just as good as adults at estimating risks and knowing about their consequences. So it’s not that teenagers think more irrationally than adults do. Instead that seemingly irrational behavior might stem from the way they feel. Recent brain research suggests that we all have two specific systems in the brain that might be responsible for the erratic behaviors we see in the teenage years. One of those systems controls the way we anticipate rewards. This system begins to mature around puberty, making rewards very salient to teenagers, which could explain the increase in sensation seeking during this time period. The other system is thought to be responsible for self-control, and unfortunately for parents, this system doesn’t fully develop until much later. Looking at the way these two systems mature is the key to understanding the trouble with teenage behavior: When you put them together, you get a teenager who is fully able to anticipate how taking risks might be rewarding, but who is not able to fully control their impulses. On top of that, the maturing reward system that’s likely responsible for increased sensation seeking is more active in the presence of peers. In other words, teenagers are more likely to engage in risky behaviors in the presence of friends than when they are alone.

The bad news is, the offbeat timing of these two developing brain systems is completely normal, which means that having a teenager who is impulsive, dramatic, and peer obsessed is normal too. The good news is, your teenagers’ second brain system—the one that’s responsible for self-control—will reach maturity by their mid-20’s, so as your teenagers leave their teens, they will also leave behind their terrible teenage behaviors. In most cases, although teens are prone to engage in riskier behaviors than usual, it doesn’t mean that they will all engage in dangerous behaviors, but some indeed do. Every year, billions of taxpayer dollars are spent keeping our teens safe by educating them about the dangers of unprotected sex, drugs, and alcohol, with very little to show for it. The research described here suggests that some additional strategies might be needed.

Telling teens about the dangers of drugs, alcohol, and unprotected sex is an important first step, but again, while teens might fully understand these dangers, they might also lack the self-control to keep themselves from engaging in them. This predicament makes it hard to parent a teenager, but it also makes it hard to be a teenager - an individual with an adult’s ability to feel a wide range of emotion, but an adolescent’s ability to manage it. Talking to teenagers about avoiding situations where they might be tempted to take dangerous risks might be one good way to go beyond simply talking to them about why

things like sex, drugs, and alcohol could be dangerous. That, and of course reminding yourself that the teenage years and the problems that come with them are normal; like all other tumultuous periods of growth, the terrible teens will eventually pass, and your erratic teenager will become a far less dramatic adult who is fully able to both feel and control their impulses and emotions.

Acting out, or rebellious behavior is a pattern of exhibiting inappropriate behavior to cover up deeper feelings or issues including fear, pain, or loneliness. Teens are well known for demonstrating how they feel through their misbehavior rather than through talking about it straightforward. Originally the term acting out was used by Freud to describe certain behaviors that occur during the process of psychotherapy. The term is now used casually by mental health professionals to describe this tendency in teens to express unhappiness through their actions.

#### **Problem Statement**

Most teens do not understand this is what they are doing. Instead of letting people see them vulnerable and opening up about what's bothering them, troubled teens choose the isolation and singling out that acting out behaviors cause. A primary goal of treatment is helping them understand the connections between how they feel and how they act. And allowing them to practice expressing themselves instead of acting out. By giving a teen an outlet, outside of the spotlight, to express him or herself, you are offering them the time they need to work through feelings they may have never examined before. As they rehearse the feelings and what may have caused them, keep an open mind and allow them to speak, even if the feelings don't make sense or connect well with the actions of others. The goal is to allow the teen to look inside of himself instead of redirecting pain towards others.

The intervention also helps juvenile offenders avoid problem behaviors and develop effective life strategies, for example, by asking the youth and adult family members to define what it means to be a successful adult and what steps are needed to get there. Program implementers — who may include psychologists, social workers, family therapists, school guidance counselors, paraprofessionals and parent advocates — coach caretakers in helping the child meet those goals.

Implementers also help the young person face and learn from the problem that got him or her into trouble, and think about alternatives to that action. Meanwhile, parents or caretakers are invited to ask as many questions about the incident as they want. This exercise tends to reveal additional information that the family needs to address, such as a child's clandestine substance use.

Juvenile offenders who participate in the program are 50 percent to 65 percent less likely to be arrested again than matched peers who did not go through the program, according to a 2000 article by Gavazzi and colleagues in *Aggression and Violent Behavior*.

In Gavazzi's view, part of why the program works is its ability to illuminate what is driving the young person's behavior, whether it is negligent parenting, substance use or emotional difficulties within the family. "Criminal activity is often just a symptom of a much larger set of things that are going on," he says.

Changes in the political and legal system of modern Kazakhstan have necessitated a rethinking and re-evaluation of a number of previously perceived axiomatic systems. Among such plants the problem of functional system of justice. In contrast to the previous period, in which justice was seen solely as a means of protecting the public interest, at the moment the system is perceived in two ways. On the one hand the administration of justice is seen as a separate type of state activity, and the other justice itself is a crucial guarantor of legal support for the legal status of a person, in particular, a minor.

Considerable assistance in the implementation of the rights and legitimate interests of the minor has recognized the basic international norms ratified by Kazakhstan. The basis for the formation of the concept guarantees the legal status of a minor are: the Declaration of Rights of the Child (1959), the UN Convention on the Rights of the Child (1989), the UN Standard Minimum Rules for the Administration of Juvenile Justice (the Beijing Rules, 1995) UN Rules for the Protection of Juveniles Deprived of their Liberty (1990).

The underlying principle guarantees the legal status of a minor in provision of Article 3 of the UN Convention on the Rights of the Child, where all actions concerning children undertaken by public, private institutions, courts of law, administrative authorities or legislative bodies. International legal acts recommended treating some of them as subjective rights of prisoners, which seems quite reasonable in the first place, in terms of limiting the discretion of the prison administration for the prevention of corruption offenses. Such a legislative solution would increase the value of existing preferential measures by

increasing their responsibility for their own destiny. The positive impact of this process could have convicted the provision of law to move the Court with the application radically changing their legal status (such as board of probation and parole).

There is no doubt the fact of staying in isolation contributes little to the development of the personality of a teenager. The widespread use of alternative measures of liberty deprivation, not a fad, but an urgent necessity, corresponding to the interests of society and the state. Currently the «probation» as a criminal supervision (criminal custody) are increasingly used. The experience of the probation services of the Scandinavian countries, where using of alternative sanctions are widely distributed, such as Denmark, Sweden, Finland, Norway, Russia, has the useful fact that, in these countries recorded a relatively low crime rate. At the same time, these countries are paying special attention to the problem of juvenile delinquency and the social protection of children.

The imposition of penalties, alternatives to imprisonment, in criminal penalties, due to the fact that the deprivation of liberty proved to be ineffective in terms of impact on the correction of convicted persons and the prevention of new crimes. First, because the serving of a sentence of imprisonment prevents further social adaptation of personality, his return to the community: a man in isolation loses socially relevant skills acquired in prison criminal subculture, which is also not conducive to re-socialization of the individual. Secondly, the serving of the sentence without isolation from society under the supervision of qualified personnel (under the tutelage of the criminal, probation) to avoid the negative moral, psychological and physical effects of isolation, as an alternative punishment for social interaction skills to maintain and develop under the influence of the social environment and active assistance probation services. Third, the sanctions are not associated with isolation from society, have significant economic benefits, their use makes it possible to relieve the institution of imprisonment, reallocate resources, to direct the efforts of the state to a more targeted work with citizens who needs help and support, and pose no threat for the security of society and the state.

The State Probation Service is a public institution that cares about public safety, working with people who are not serving a criminal sentence in prison and in the community (conditional punishment, forced labor), and helping ex-prisoners back into society. The main areas of work are the development of probation services and the organization of the policy executed in the society of criminal penalties and to assist persons after his release from prison. It is helpful to change the order of administration of juvenile justice, which requires appropriate legislative changes and initiatives. In paragraph 4 of Art. 40 of the Convention indicate the need for a broad application of punishments alternative to imprisonment. In accordance with this Article alternative penalties to imprisonment include custody and supervision, probation, nurturing, teaching and vocational training.

**In accordance with the "Beijing Rules", adopted by the UN General Assembly in 1985, the juvenile justice should be an integral part of the national development process of each country within the framework of a comprehensive social justice for all juveniles, while contributing protection of young people and maintaining peaceful order in society.** This requires continuous improvement of the system of juvenile justice, and at the same time must be taken for the development of progressive social policy for juveniles in general taking into account the need for continuous improvement of staff system<sup>3</sup>.

Beijing Rules determine the purpose of the system of juvenile justice as ensuring the well-being of the latter (items 5.1, 6.1, 10.3, § 17.1), procedural guarantee which are: the presumption of innocence, the right to be notified of the charges, the right to remain silent testimony, the right to counsel, the right to the presence of parents and guardian, the right to confront witnesses and cross-examination and the right to appeal to a higher authority (paragraph 7.1).

*Clash of punitive ideas 'just punishment,' intimidation "of general and special prevention" on the one hand and the nurturing of the minor, ensuring his well being on the other hand is the most important practical problem of juvenile justice in the world.* Issue on effective organization of the impact on the deviant activity of juveniles should be one of the important areas of the state's juvenile policy. Juvenile government policy should intensify measures to protect a minor against the adverse effects on their criminal environment. Therefore, the trial should serve the interests of the minor and carried out in intelligent consent (p. 14.2), privilege (p.p 8.1, 21.1). In contrast to the general court cases involving minors are considered in closed court sessions. At the same time a very important for the reputation of the child *principle of transparency are strictly observed.* The members of the media are allowed to the case file



*Juvenile is needed not only specialization of judges as giving them special professionalism, combining new and unique view of the appointment procedure, but knowledge of psychology, psychiatry, pedagogy, skills, restorative justice and the organization of conciliation. Since the identity of the young offender is in a central position of the courts, he becomes the object of a comprehensive examination.*

*It is necessary to study the conditions of his life, habitat, atmosphere in the family, at school i.e. all social factors. This approach allows us to make a decision appropriate to the circumstances of the case, age-appropriate, actions affecting the child. In contrast to the general court proceedings in the juvenile justice system characterized by greater simplicity, the child is not burdened with procedural formalities inherent in courts of law. Dialogue between the judge and juvenile offender reminds likely a friendly conversation than an interrogation.*

**In accordance with international practice, the work of a judge in juvenile court relies on the work of social workers, facilitators, mediators between the defendant and the victim, guarantors for the proper conduct of the accused is not in custody teenagers, psychologists, doctors and teachers. Adviser visits the family, school, teenager's workplace and regularly submit reports to the judge (test must be prepared, for example, every two weeks or once every two months).**

There is no clear system of rehabilitation and prevention of "troublesome" adults in the Kazakhstan practice. There is no legislative framework, delineating the powers, status, functions of the special open type institutions. The basic principle of special educational institutions is openness. There are wide ranges of institutions in Kazakhstan working with troublesome adolescents e.g. special educational institutions for deviant children and adolescents of open type, correctional schools of VII type, some forms of rehabilitation and psychological and pedagogical institutions, social shelters. Social circuses is the another NPOs organization for troublesome adults. Today the number of open-type institutions is being actively reduced. NPOs organizations are not supported by the state. Troublesome adults are not in a priority of the state social policy. Some urban schools doesn't have suitable infrastructure. These schools work on «shelter» principle for troublesome adults. In a large city there are problems with differentiation of the open type institutions status. The uniqueness of each open type institutions depends on the city and official status. The everyday lives in the institution and in the city construct the identities and carrier orientations of troublesome adults. Re-socialization and reintegration processes can lead to a change in the life course of troublesome adolescents.

### **Research**

In the Kazakhstan practices of adolescent's rehabilitation and prevention there are no distinct system and legislative base defining status, norms and regulation of work of the special «open type» institutions. It is theoretically possible to carry a wide range of institutions working with "difficult" adolescents to the open type. (lack of isolation). Another type of such intuitions is NPOs organizations which immerse troublesome adolescents in social- cultural environment. These institutions are so- called social circuses. Today the number of institutions reduced and the image of difficult adolescents stigmatizes and criminalizes. The non-governmental, non- formal institutions do not have support from the state. In the large city there are problems connected with financing and differentiation of the status of jurisdiction of these institutions. In the megalopolis different institutions (governmental, and the social-cultural NPOs) working with "trouble" adolescent by the principle of inclusion. The uniqueness of each institution strongly connected with location and with the city. Therefore, one of the goals of the thesis is to study everyday life of adolescents in the institutions of various forms; re-integrations into the urban "positive" communities; process of re-socialization and decriminalization of «troublesome» adolescents. There are different conditions which can change the life scenarios of difficult adolescents e.g. institution environment, city environment and an institution politics.

Based on the definition of Harry Fine, we consider adolescence as an age category that is characterized by "exploring" and learning about the world around. In the open type institutions adolescents perform different social roles which are associated with stereotypes in society. Thus, in academic literature, the concept of "difficult «adolescents is reduced to labels, each of which is identified with specific statements or practices.

Individuals construct their identity in the context of stigma. This process has several stages: from the complete negation to acceptance of stigma. Some researchers studied the social situations of stigmatization, an exception, criminalization of youth and adolescents.

In the context of the "troublesome adolescents", the total and quasi-total institutions regulate and suppress personality by certain mechanisms and change the life scenario. It is noted that the problematization of inappropriate behavior to the norms of the dominant culture in society is a product of mass media, state rhetoric and social relations.

On their life course, adolescents faced with total and quasi-total institutions that suppress the personality by certain mechanisms, regulate daily life and change the life scenario. Studies of daily life of non-isolated special institutions and organizations remain less popular (mostly interdisciplinary, at the intersection of pedagogy and psychology) regarding topics related to "closed" and isolated institutions. Among them, the actual direction is the study of restorative justice systems, where "soft" correction methods are used, without isolation and coercion. The life course theory where life is presented as a form of successive events and stages explains the everyday life of the individuals. Within the framework of this approach, the life course is understood as a set of life stages in the biography of «troublesome» adults. There gaps in the Kazakhstan science concerning daily life of pupils in the open type institutions. Resocialization in this study is understood as the process of "returning" to life in society (city, locality) and restoration of social skills.

"Open" institutions are located in the urban space. Therefore, the adolescence included in the socio-cultural environment of the city. Reintegration is a process of establishing contacts with this environment, various non-criminal social groups, restoring communication practices and expanding the circle of communication. [Volodina, 2009: 79; Selivanova, 2004] Since the inclusion can take place in criminal subcultures, non-criminal youth cultures, it is relevant to study certain scenarios of everyday life of adolescents in different institutions, daily practices in it, the inclusion in the city environment. This problem is studied at the micro level, so the most relevant is the use of qualitative methodology.

Results of the four-year pilot project of United Nations International Children's Emergency Fund (UNICEF) presented to the government of the Republic of Kazakhstan at conference "Justice for children: results, innovations and further development" in Astana.

According to results of an independent assessment the justice system for children in Kazakhstan considerably improved. UNICEF submitted 12 recommendations addressed to various departments and authorized bodies of Kazakhstan.

1. To develop complex interdepartmental policy on issues of justice for children.

The complex interdepartmental policy on issues of justice for children with participation of all interested parties, including UNICEF for technical assistance, will allow providing the coordinated approach of all participants to justice for children at the highest level.

It assumes existence of the interdepartmental coordination mechanism at the national level. Such policy has to extend at the local level and pass into the concrete plans of action for each region.

2. To develop the complex legislation in the sphere of justice for children this is completely conforming to the international standards.

Data on the children condemned under sentence of court remain in the register of the citizens having a criminal record while the international standards recommend that records about the children who committed crimes were removed automatically after achievement of 18-year age by them or in case of serious offenses that records were removed at the request of the child, in case of need under certain conditions.

3. To develop services on the basis of communities for children in risk of crime execution and children in the conflict to the law over all country.

Experts specify that such children often come up against difficult family or life situations and the social support given them remains at a low level.

According to reports, for such children give lectures, but psychological support is not provided to them or their families and an environment. UNICEF tested two pilot projects, and they have to be distributed everywhere on the basis of conclusions and recommendations of an assessment of pilot projects. The matter is already considered by government bodies with assistance of UNICEF. The consultants who were carrying out an assessment recommend paying special attention to full participation of families of such children and support of families.

4. To improve protection, restoration and social reintegration of children victims.

In Kazakhstan there are a lot of children who became the victims of crimes. In spite of the fact that provisions on increase of protection of such children were adopted, there is no legislation which would

oblige to use audio-and the video equipment obligatory for all cases connected with children victims and which would limit number of polls of children victims during interrogations in police or before court. Besides, the audiovisual equipment is still inaccessible in all specialized interdistrict juvenile courts.

In 2016 and 2017 of UNICEF financed the pilot program on the basis of community which is specially intended for children victims, providing psychological support and post-traumatic rehabilitation at each stage of judicial proceedings and beyond its limits. Also there are some additional programs, however they still remain at a low level. These programs need to be strengthened, supported and distributed at the national level on the basis of conclusions and recommendations of an assessment of pilot projects of UNICEF. Thus it is necessary to pay special attention to training of NGO and psychologists for providing that post-traumatic rehabilitation did not happen during judicial proceedings and to avoid intervention in judicial proceedings.

5. All affairs connected with children in the conflict to the law have to be considered by specialized interdistrict juvenile courts.

The legislation provides that the affairs connected with participation of children in contact with the law are considered by specialized interdistrict juvenile courts, except for especially serious crimes considered by specialized courts on criminal cases. Though such affairs, most likely, will lead to imprisonment taking into account that they make especially serious crimes. Such specialized courts do not consider psychological features of children and probability of that judges are trained in justice, friendly to the child, less, than judges in specialized interdistrict juvenile courts. It should be noted that government bodies already consider the matter.

6. To introduce the systematic and standardized approach to data collection.

Absence of the comparable interconnected data was a problem when carrying out an assessment as the accuracy of a specification and level of comparability of basic data raised doubts.

Besides, absence of the detailed data interferes with the analysis of influence of reform on concrete groups of children, including girls. Data should be divided on a sex, age and other parameters in justice system, including concerning children in the conflict to the law and children victims and witnesses. UNICEF will continue to give support to bodies of statistics on extension of data.

7. To develop the institutional and practical plan of training for the experts working with children.

Level of training of judges of specialized interdistrict [juvenile courts](#) is considered very high, but training is not obligatory before they start administering justice. Sometimes cases of children are considered by the judges who were not trained on justice, friendly to the child. Training of law enforcement officers especially polices for minors, investigative judges who can work with children, of officers of a probation, prosecutors and lawyers remains dispersed and are generally carried out by NGO and UNICEF without strategic plan.

8. To provide obligatory presence of psychologists and social workers during judicial proceedings with use of the coordinated guidelines.

During the work with children in the conflict to the law, children victims and children witnesses there are no the guidelines concerning a role and tasks of psychologists to in time and after judicial proceedings. Moreover, presence of psychologists and social workers optional in all affairs connected with a child that creates contradictions at the treatment of children, considering their age and the status.

9. To introduce alternative solutions of placement of children at the closed specialized schools and the Centers of adaptation of minors.

Since the beginning of realization of the Joint program of the EU-UNICEF some events for transformation of the special organizations of education for children with "deviant" behavior and the organizations with a specific mode of the contents under control of the Ministry of Education of Kazakhstan in the services for children which are not connected with a permanent residence.

In Kazakhstan specialized schools remain places of imprisonment which should be avoided for ensuring wellbeing of children. The consultants who were carrying out an assessment recommend making changes to the legislation to find the alternative solution for placement of children who often appear at such schools because of difficult family or life situations.

The decision focused on rendering the psychosocial help to children and their parents can be more effective, than isolation of the child from his family, considering that he or she will return to the same situation after the child leaves similar establishment.



Also it is recommended to change the name of specialized institutions to avoid stigmatization [of the child](#).

10. To create low-complete forms of establishments for the children containing in a colony for minors and to provide the fair address.

[Children](#) are supported in a colony for minors who often are far from their families. It leads to that children meet the families less often, and financial squeezes for some families are created. Creation of low-complete establishments for boys and girls will allow them to be closer to relatives and will promote their reintegration. Government bodies have to provide that the same services in the field of education were available to girls, as well as in establishments for [boys](#).

11. To increase efforts on carrying out reforms concerning a pre-trial detention.

It was reported about ill treatment in some cases, and also about cases when children were placed together with adults — boys with men, girls with women. The last legislative changes reduced detention term for children till 24 o'clock that is positive change.

Nevertheless there is no other concrete legislation concerning the term of the maintenance of children under guards and any provisions that imprisonment, including pre-judicial detention, is only a last resort and has to be used during shorter period of time.

The consultants who were carrying out an assessment recommend special attention to pay to a pre-trial detention by carrying out researches, training, changes in the legislation and development of specialized investigative police and prosecutors.

12. To continue creation and strengthening of specialized institutions over all country.

Despite very positive changes, a number of the involved bodies are still not specialized on hearing of cases of children in the conflict to the law, children victims and witnesses. Such lack of specialization is an obstacle for improvement of position of the children participating in processes of administration of law. It concerns prosecutors, investigative police and lawyers.

Besides, it is necessary to continue to strengthen already existing specialized institutions. Development of the organizations, including advisory centers, has to be based on the law to ensure their functioning and financing. The consultants who were carrying out an assessment also recommend to transfer responsibility for a probation to socially oriented institution which is not a part of the system of law enforcement agencies.

### Conclusion

1. Under the "trouble" adolescents from the point of view of symbolic interactionism rises a specific individual who, are stigmatized by society excluded, and tries to protect themselves by social response. This concept is not reduced to individual labels because of any practice that is contrary to the norms of the dominant culture in society can be considered as an absolute difficulty of behavior.

2. The concept of "adolescents in difficult situations" is a de-stigmatizing concept that is recommended for use in social policy and social work in special institutions and organizations. Adolescents in difficult life situations are persons from 13 to 18 years old. The difficult life situation of adolescents connected with domestic violence, psychological trauma, lack of food, hygiene or lack of self-care. All these difficulties contributed to the offenses and formed a stigmatized image of the adolescents in society.

3. «Open- type» institutions may be quasi-total institutions. are quasi-total institutions. In these institutions through regimes of care and love, or through hyperopic adolescents are stigmatized.

4. Everyday life of adolescents in institutions is determined by the regimes of communication with teachers on the basis of which specific relationships with all participants of communication are constructed. We defined the following regimes in the special institutions:

(a) Stigma – anomie in institutions. The main role of the adolescence-"disobedient", the teacher - "formal supervisor". There are no complex hierarchies. There is identification with the label or a constant resistance to it.

(b) Hyper – initiative "from above". There are no complex hierarchies, there is a regime that absorbs the individual. the main roles are "subordinate" and "implementing regime". Suppression of the pupil's personality is carried out through overprotection.

(c) Democratic-soft control. (the fluid community) The suppression of personality is carried out through the regime of care and love. There are complex hierarchies. There are many social roles that are not closed and can be changed through formal procedures and independently by the individual.



(d) Mentoring – solidarity. There is no suppression of the person, the freedom of the social roles. A unique culture with complex hierarchies of relationships, identities, symbolic space.

5. Entering the urban and everyday practices in it adolescents may meet the following barriers:

(a) depend on the urban environment. In a small town, the barrier is stigmatization by the society, limited urban infrastructure. In large and Federal cities, there may be isolated and stigmatized.

(b) Features of institutions: the conflict nature of communication with "adults"; segregation of duties between several social institutions for control, education and care; the regime within the institution and the lack of clear identification of pupils, the chaotic nature of reintegration; long-term entry into the community of peers.

(c) Subjective barriers: the individual's perception of stigma

6. The policy of institutions (format and regulation of communications) together with the potential of the urban environment we define the boundaries of designing life strategies and career orientations of adolescents. The life strategies of pupils studying in a small town are limited by the town infrastructure and different barriers. Pupils in a small town are not going to leave the city. Troublesome adults can choose a criminal career. Strategies and plans of the institution's pupils in a large city, which uses the strategy of democratic and soft control, are associated with training in technical colleges and universities and associated with «male» career (police, military, car mechanic, railway). In the institutions in the Federal city, which applies the strategy of hyperopic, career orientations and life strategies of the pupils are constructed based on life experience, which they acquired during the "tour programs" optional institution. Adolescents attending an organization that uses mentoring strategies are considering career on the profile of the institution.

7. The scenarios of everyday life within the institution include a sequence of events that occur in the life of the individual (pupil) and depend on the specific conditions of the organization of everyday life in the institution, communication strategies, features of the city. Reintegration and re-socialization scenarios are a combination of qualitative changes in the life of adolescents that result in inclusion and adaptation in society. The acquisition or restoration of lost social skills and status. Fractures are qualitative changes in life, expansion of life experience and meanings, transformation of values through reflection, comparison with the previous experience. Fractures can be in the direction of identification with stigma and in the direction of completion of criminal career etc. The basic changes are determined by the institution, its features, communication strategy. Background fractures are defined by the urban environment, but can also be coordinated by the institution to some extent. Background fractures depend on the organization of daily life in the city, the processes of exclusion and stigmatization in it, the traditions of culture, the number and quality of public areas, the focus of youth cultures and other features.

8. *The important mechanism for maintaining consistency of practice level of scientific achievement and condition is recognized the need for extensive use of research results as a basis for rational policy in this area.* In condition of rapid and often radical changes in the life style of young people, and in the forms and extent of juvenile crime, society's response to juvenile justice and delinquency is rapidly becoming obsolete and inadequate. The exact definition of the objectives and functions of the justice of their division with those of other systems of the state mechanism are the necessary condition to find reliable criteria for evaluating the quality of justice. Over publicity defined goals of justice does not allow to determine its effectiveness correctly, as in the achievement of these goals involves not only the court, but also other government agencies. Overly narrow definition of justice goals can shift off the court part of the "social burden", which must comply the justice and, therefore, its effectiveness is doubtful. There is need for continuous improvement of methods for the investigation of crimes committed by juveniles, the tactics of investigative actions with their participation and as a fundamental factor of the study of the juvenile offender with his characteristic features of the age and mental.

9. The problem of juvenile delinquency raises the question of the elimination of this negative phenomenon and finds ways out of it, creates a dilemma: either to punish *juvenile offender to the fullest extent of the existing law*, or to search for other optimal solutions of the problem of safeguarding the teenager as a legitimate participant in society. Despite the complexity of the problem, the most effective of the measures undertaken by the State. The most actual in solving this problem might be a decision to create in Kazakhstan the juvenile justice system officials, which can serve as a rallying point for the protection of the rights and freedoms of minors. Juvenile justice would be precisely the universal center,

able to ensure that all services working with children work coordinated and made links in a single system of care for children and protect their rights.

10. *A legal safeguard for minors is a key area of government regulation and an integral part of the legal support of the state juvenile policy. Recognition and enforcement of children's rights community does not violate the authority of the older generation, and does not reduce the responsibility of minors in the family and society. The realities of Kazakhstan really affect social-economic and socio psychological state of children and teenagers in the family and at school. Children have the smallest possible self-defense of their rights and privacy. The future of society at risk, if society does not see the increased needs of children and adolescents in the legal protection and does not provide it. In particularly difficult position minors are left without parents and trustees. Currently, there is a need for more complete and objective notification of the public about the rights of minors.*

## REFERENCES

- [1] Alauhanov E.O. Tutorial: *General and special parts*. Almaty: ZhetiZhargy 2008.
- [2] *Basics of juvenility: the experience of complex interdisciplinary research*. Petersburg, 2002.
- [3] Begaliyev K.A. *Control measures of juvenile delinquency*. Legal and organizational questions of the prosecution of juvenile delinquency. Alma-Ata. "Kazakhstan",
- [4] Béhague D. Beyond the simple economics of cesarean section birthing: women's resistance to social inequality. *Culture, Medicine and Psychiatry*. 2002;1–35. [[PubMed](#)]
- [5] Béhague D. Psychiatry and the politicization of youth in Pelotas, Brazil: the equivocal uses of "conduct disorder" and related diagnoses. *Medical Anthropology Quarterly*. 2009;23(4):455–482. [[PMC free article](#)] [[PubMed](#)]
- [6] Béhague D., Gonçalves H. Anthropology and epidemiology: learning epistemological lessons through a collaborative venture. *Ciência&SaúdeColetiva*. 2008;13(6) [[PMC free article](#)][[PubMed](#)]
- [7] Choudhury S. Culturing the adolescent brain: what can neuroscience learn from anthropology? *Social Cognitive and Affective Neuroscience*. 2010;5(2–3):159–167. [[PMC free article](#)][[PubMed](#)]
- [8] Dressler W.W., Balieiro M.C. A prospective study of cultural consonance and depressive symptoms in urban Brazil. *Social Science & Medicine*. 2007;65(10):2058–2069. [[PubMed](#)]
- [9] Dzhekebaev U.S. On the sociopsychological aspects of criminal behavior. Alma-Ata, 1971.
- [10] Geronimus A. Damned if you do: culture, identity, privilege, and teenage childbearing in the United States. *Social Science & Medicine*. 2003;57:881–893. [[PubMed](#)]
- [11] Gonçalves H., Gigante D. Work, schooling, and reproductive health: an ethno-epidemiological study of adolescent women belonging to a birth cohort. *Cadernos de SaúdePública*. 2006;22(7):1459–1469. [[PubMed](#)]
- [12] Guarnaccia P., Lewis-Fernandez R. Ataque de nervios as a marker of social and psychiatric vulnerability: results from the NLAAS. *International Journal of Social Psychiatry*. 2010;56(3):298–309. [[PMC free article](#)] [[PubMed](#)]
- [13] Hacking I. Teen pregnancy: social construction? In: Wong J., Checkland D., editors. *Teen pregnancy and parenting: Social and ethical issues*. University of Toronto Press; Toronto: 1999. pp. 71–81.
- [14] Hillis S., Anda R. The association between adverse childhood experiences and adolescent pregnancy, long-term psychosocial consequences, and fetal death. *Pediatrics*. 2004 Feb;113(2):320–327. [[PubMed](#)]
- [15] Hoffman S. Teenage childbearing is not so bad after all. or is it? A review of the new literature. *Family Planning Perspectives*. 1998;143:236–239. [[PubMed](#)]
- [16] Karimova A., Alekshova L., Yesengulova M., Kulbaeva B., Sarkulov M. (2015) The Social Role Approach of Family Education in Adolescents Development. *European Proceedings of Social & Behavioural Sciences*. doi:10.15405/epsbs.2015.08.2
- [17] Kessler R., Berglund P. Social consequences of psychiatric disorders, II: teenage parenthood. *American Journal of Psychiatry*. 1997;154:1405–1411. [[PubMed](#)]
- [18] Kirmayer L. Beyond the 'new cross-cultural psychiatry': cultural biology, discursive psychology and the ironies of globalization. *Transcultural Psychiatry*. 2006;43(1):126–144. [[PubMed](#)]
- [19] Kramer K., Lancaster J. Teen motherhood in cross-cultural perspective. *Annals of Human Biology*. 2010;37(5):613–628. [[PubMed](#)]
- [20] Krieger N. Commentary: society, biology and the logic of social epidemiology. *International Journal of Epidemiology*. 2001;30:44–46. [[PubMed](#)]
- [21] Lawlor D., Shaw M. Too much too young? Teenage pregnancy is not a public health problem (with responses) *International Journal of Epidemiology*. 2001;31:552–554. [[PubMed](#)]
- [22] Lock M. The tempering of medical anthropology: troubling natural categories. *Medical Anthropology Quarterly*. 2001;15(4):478–492. [[PubMed](#)]
- [23] Lock M., Nguyen V. Blackwell Publishing; West Sussex: 2010. *An anthropology of biomedicine*.
- [24] Luker K. Harvard University Press; Cambridge, MA: 1996. *Dubious conceptions: The politics of teen pregnancy*.
- [25] Males M. Does the adolescent brain make risk taking inevitable?: A skeptical appraisal. *Journal of Adolescent Research*. 2009;24(1):3–20.
- [26] Mari J., Williams P. A validity study of a psychiatric screening questionnaire (SRQ-20) in primary care in the city of São Paulo. *British Journal of Psychiatry*. 1986;148:23–26. [[PubMed](#)]
- [27] Maulenov G.S. *Criminological Research and prevention of juvenile crime*. Karaganda, 1990.



- [28] Maulenov G.S. The main characteristics of crime in the Republic of Kazakhstan Almaty, 1999
- [29] Mollborn S., Morningstar E. Investigating the relationship between teenage childbearing and psychological distress using longitudinal evidence. *Journal of Health and Social Behavior*. 2009;50(3):310–326. [\[PMC free article\]](#) [\[PubMed\]](#)
- [30] Narikbaev M.S. *Legal protection of children in the Republic of Kazakhstan*. Almaty: RGZHI "Daur", 1996.
- [31] Naurzalina D., Sutyeyeva A., Alimbekova M., Tuksanbayev S., Utepov A., (2015) Application of Podlasy technology in the teaching and educational process of the rural school// Annual International Conference on Cognitive - Social, and Behavioural Sciences (icCSBs)- P. 141–146. WOS:000359438100013. doi:10.15405/epsbs.2015.08.14
- [32] Naurzalina D., Tolegenova A., Doszhanova S., Kubiyeva V., Izmagambetova R., Almurzayeva B.. (2015) Portfolio as a form of an assessment of preschool child' personal achievements. Annual International Conference on Cognitive - Social, and Behavioural Sciences (icCSBs)- P. 130-136. doi:10.15405/epsbs.2015.01.15
- [33] Naurzalina, D. Kibatayeva, N. Davletkaliyeva, E., Muldasheva, B., Almurzayeva, B., Sagiyeva, A. (2015) Formation of teacher's professional competence in Kazakhstan School // Annual International Conference on Cognitive - Social, and Behavioural Sciences (icCSBs)- P. 135–140. WOS:000359438100012
- [34] Naurzalina D. et al . (2015) The impact of family style education on high school student's grades. The European Proceedings of Social & Behavioural Sciences eISSN: 2357-1330. doi:10.15405/epsbs.2015.08.21
- [35] Schmidt R., Wiemann C. Moderate to severe depressive symptoms among adolescent mothers followed four years postpartum. *Journal of Adolescent Health*. 2006;38(6):712–718. [\[PubMed\]](#)
- [36] Sercombe H. The gift and the trap: working the 'teen brain' into our concept of youth. *Journal of Adolescent Research*. 2010;25(1):31–47.
- [37] Spear L. The adolescent brain and age-related behavioral manifestations. *Neuroscience and Biobehavioral Reviews*. 2000;24:417–463. [\[PubMed\]](#)
- [38] Steinberg L. A social neuroscience perspective on adolescent risk-taking. *Development Review*. 2008 March;28(1):78–106. [\[PMC free article\]](#) [\[PubMed\]](#)
- [39] Summers D., Salish S., Karabalina A., Kubiyeva V., Erbulatova A., Almurzayeva B., Nazarova G. Psychological and pedagogical aspects of moral education in Kazakhstan. *Bulletin of national academy of sciences of the republic of Kazakhstan*. ISSN 1991-3494 Volume 3, Number 373 (2018), 121 – 129. [doi.org/10.32014/2018.2518-1467](https://doi.org/10.32014/2018.2518-1467)
- [40] Trostle J.A. Cambridge University Press; Cambridge: 2005. Epidemiology and culture.
- [41] *The legal status of minors: Collection of normative legal acts*. Almaty: Yurist, 2009.
- [42] Urmurzina B.G., Utemissova G., Uteuova A., Issatayeva B., Gavrina A.V. (2018) Cross-cultural aspects of company's goal-setting system as a form of motivation. *Bulletin of national academy of sciences of the republic of Kazakhstan*. ISSN 1991-3494 Volume 3, Number 373 (2018), 144 – 151. <https://doi.org/10.32014/2018.2518-1467>
- [43] Utemissova G., Summers D., Urmurzina B., Abdirakhmanova Y., Scott Alan Burton Summers. (2018) Psycholinguistic study of suggestive methods in education. *Bulletin of national academy of sciences of the republic of Kazakhstan*. ISSN 1991-3494 Volume 3, Number 373 (2018), 159 – 166. <https://doi.org/10.32014/2018.2518-1467>
- [44] Victora C., Barros F. Cohort profile: the 1982 Pelotas (Brazil) birth cohort study. *International Journal of Epidemiology*. 2006;35(2):237–242. [\[PubMed\]](#)
- [45] Wilkinson R., Pickett K. Bloomsbury Press; London: 2009. The spirit level: Why greater equality makes societies stronger.
- [46] Whitley R., Kirmayer L.J. Perceived stigmatisation of young mothers: an exploratory study of psychological and social experience. *Social Science & Medicine*. 2008;66(2):339–348. [\[PMC free article\]](#) [\[PubMed\]](#)

УДК 376 (077)

М.Н. Есенгулова<sup>1</sup>

<sup>1</sup> АРГУ им. К. Жубанова, Актобе

## ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РЕАБИЛИТАЦИИ И СОЦИАЛИЗАЦИИ "ТРУДНЫХ ПОДРОСТКОВ" В КАЗАХСТАНЕ

**Аннотация.** Проблема "трудных" учащихся - одна из центральных психолого-педагогических проблем. Большая общественная важность обсуждаемой проблемы становится особенно очевидной в период построения демократического государства с рыночной экономикой. Тяжелое экономическое положение страны, крушение прежнего мировоззрения и несформированность нового, отсутствие должных знаний и умений жить и работать в условиях конкурентного и высокопроизводительного производства - все это привело наше общество к серьезным трудностям и внутренним конфликтам. Особенно трудно в этот период оказалось подрастающему поколению. Среди молодежи усилился нигилизм, демонстративное и вызывающее по отношению к взрослым поведение, чаще и в крайних формах стали проявляться жестокость и агрессивность. Резко возросла преступность среди молодежи. Рост подростковой преступности увеличивается темпами, заметно опережающими темпы роста правонарушений в других возрастных группах. Причем появляются все новые виды отклоняющегося поведения. Молодежь участвует в военизированных формированиях политических организаций экстремистов, в рэке, сотрудничает с мафией, занимается проституцией и сутенерством, совершает экономические преступления. Педагогам важно знать, что число

нигде не учащих подростков возросло среди правонарушителей на 40% с лишним. Уже эти данные свидетельствуют, что молодежь сегодня особенно нуждается в помощи воспитателей и наставников. Но коррегирование поведения современного "трудного" учащегося возможно, если сам педагог хорошо разбирается не только в сущности происходящих общественных процессов, но и в психологии теперешней молодежи. С каждым годом увеличивается количество детей и подростков, для которых характерны те или иные проявления школьной и социальной дезадаптации, проявляющиеся стойкие нарушения поведения. Поэтому проблема "трудных" подростков, организация работы с трудными подростками в стенах школы и за ее пределами является актуальной проблемой данной статьи.

**Ключевые слова:** "трудные подростки", подростковый возраст, Ювенальная Юстиция.

**М.Н. Есенғұлова<sup>1</sup>**

<sup>1</sup>Қ.Жұбановатындағы Ақтөбе өңірлік мемлекеттік университеті, Ақтөбе;

<sup>1</sup>АРГУ им. К. Жубанова, Ақтөбе

### **ҚАЗАҚСТАНДАҒЫ «ҚИЫН БАЛАЛАРДЫ» ОҢАЛТУДЫҢ ЖӘНЕ ӘЛЕУМЕТТЕНДІРУДІҢ ПСИХОЛОГИЯЛЫҚ ЕРЕКШЕЛІКТЕРІ**

**Аннотация.** «Қиын балаларды» оқыту психологиялық-педагогикалық мәселелердің бірі болып табылады. Әңгіме барысында талқыланатын мәселенің үлкен қоғамдық маңызы нарықтық экономикадағы демократиялық мемлекетті құру кезеңінде айқын көрінеді. Елдің күрделі экономикалық жағдайы, бұрынғы дүниетанымның құлдырауы және жаңа формалардың жоқтығы, бәсекеге қабілетті және жоғары өнімді өндірісте өмір сүруі сонымен қатар, жұмыс жасау үшін жеткілікті білім, білік дағдыларының жоқтығы - бұл біздің қоғамның күрделі қиындықтары мен ішкі қақтығыстарына алып келеді. Осы кезеңде жас ұрпаққа ерекше қиын болады. Жастар арасында нигилизм, ересектерге қатысты демонстрациялық және жалған мінез-құлық, қатыгездік пен агрессивтілік жиі кездеседі. Жастар арасында қылмыс деңгейі өте жоғары. Кәмелетке толмаған жасөспірімдер арасында құқық бұзушылықтардың өсуі басқа жастағы топтарға қарағанда айтарлықтай жоғары деңгейде. Девиантты мінез-құлықтың жаңа түрлері пайда болды. Жастар экстремистік саяси ұйымдардың әскерилеріне қатысады, қарақшылық жасайды, мафиямен айналысады, жезөкшелікке барады және оны жасырып қалуға тырысады, экономикалық қылмыстық әрекеттер жасайды. Оқытушыларға мектепте тіркеуде жоқ жасөспірімдердің саны 40% -дан астамы құқық бұзушылардың арасында өсетіні белгілі. Қазірдің өзінде бұл деректер жастардың бүгінгі күнде педагогтар мен тәрбиешілердің көмегіне мұқтаж екенін көрсетеді. Бірақ қазіргі заманғы «қиын балалардың» мінез-құлқын түзету педагогтың қоғамдық процестердің мән-жайын біліп қана қоймай, сонымен қатар бүгінгі жастардың психологиясында жақсы білуі шарт болып отыр. Мектепте әлеуметтік бейімделудің белгілі бір көріністерімен сипатталатын балалар мен жасөспірімдердің саны жыл сайын тұрақты мінез-құлық бұзылыстарын көрсетуде. Сондықтан «қиын» балалардың проблемасы, мектеп ішіндегі және одан тыс қиын балалармен жұмысты ұйымдастыру осы мақаланың өзекті мәселесі болып табылады.

**Түйін сөздер:** «қиын балалар», жасөспірімдер, кәмелетке толмағандарға қатысты әділет.