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VALUE-MOTIVATIONAL SPHERE OF THE DEVIANT STUDENTS AND ACADEMICALS COUNSELING IN HIGHER SCHOOLS

Abstract. The problem of academic counseling, including in the context of addressing the issues of training psychological personnel, has recently become the object of numerous, often disparate studies. Unfortunately, there are not so many fundamental studies of this problem, and practical experience does not always remain studied and appreciated. Objective: analysis of problems of deviant behavior in the context of the processes and results of deformations of the system of values of the students and the educational community. The method of research is a theoretical analysis of the problem of deviant behavior of the students in the context of the processes and results of deformations of the value system of an individual and the educational community. Results and conclusions. Deviations in human behavior in different ages are manifested in a variety of forms, such as aggression and autoaggression, alcoholism and drug addiction, offenses and crimes, and new forms of the addiction. The problem of the (re/tras) formation of a system of values is touched upon in the multitude of works by modern and classic scientists, pedagogues, social workers and other specialists. Technological, social, psychological, political and economic changes in worlds have led to the destruction and desacralization of the customary system of values, such as moral norms, their representation in interaction with fatherland, family and friendship, professional and work communication. The article analyzes the problems and directions of the deviant development of the person and the person's relationship at the student age, the effects and approaches to organizing and improving the psychological and socio-pedagogical support of a young person as a person, partner and future professional in the process of his study at the university - academic psychological counseling.

Key words: academic counseling, deviating behavior, deviation, value-motivational sphere, students, education.

Introduction. The problem of academic counseling, including in the context of addressing the issues of training psychological personnel, has recently become the object of numerous, often disparate studies. Unfortunately, there are not so many fundamental studies of this problem, and practical experience does not always remain studied and appreciated. The standard for modern society's requirements for graduates of schools and universities is quite high. Physical health, adaptability, adequacy, independence, activity, a developed communicative culture, decision-making ability, initiative, these and many other qualities of secondary and higher school graduates largely determine the awareness of search and choice in a situation of uncertainty, the awareness of one's position in relation to diverse, socially significant problems and issues. All this is no less valuable than the assimilation of a certain amount of knowledge. A country in which they do not care about children and youth, as well as a country in which young people and children are deified and are exalted on a pedestal, has no future. In order to take care of it, to provide assistance to youth, specialists and society as a whole need knowledge of the main trends in the development of youth (sub)culture, its relationship with trends in the development of culture of a particular community in general, knowledge of the psychological characteristics of young people, their relationships with people of other age groups, etc. The sciences of youth (sociology of youth, psychology of youth, and others) are quite numerous, but are in their infancy. Young people are studied as a social community, the features of its socialization, upbringing, the process of social continuity and the inheritance by young people of the knowledge and experience of older generations, lifestyle features, the formation of life plans, value

orientations, and the fulfillment of social roles. Youth is defined as a special socio-demographic group, characterized by the fact that the people included in it experience a period of social maturity, adaptation to the adult world and future changes, youth - a period of knowledge, labor and moral experience, the ability to inherit the best traditions of previous generations and replenish their own creativity. The destruction of the universality of the rules that guaranteed the survival and development of peoples and people, the development of culture, leads not only to the destruction of culture (lack of culture), but also to the loss of their potentials of viability and extinction by communities (Bryant, 2001).

Materials and Methods. The method of research is a theoretical analysis of the problem of deviant behavior of the students in the context of the processes and results of deformations of the value system of an individual and the educational community.

Results. Despite the universality of cultures and societies formed by people of different cultures, there are social norms in any community (Arpentieva, Gorelova, Kassymova, Lavrinenko, Shumova, Malinichev, Simonov, Kosov, Garbuzova, Stepanova, 2020; Badalov, Brovkina, Arpentieva, Kalinin, Kassymova, 2020; Kassymova, Lavrinenko, Kraynova, Gasanova, Kamenskaya, Kosov, Arpentieva, Gorelova, 2020; Triyono, Mohib, Kassymova, Pratama, Adinda, Arpentieva, 2020). These standards are adopted and revised by the community. According to these norms, the community lives. The norm acts as a stereotype, and the violation of the norm - the disruption of stereotype. Social norms, regulating the behavior of people, regulate the most diverse types and aspects of professional, personal and other relationships. They are organized into a certain hierarchy of legal, moral, and other norms, distributed according to the degree of social significance, rigidity / flexibility, completeness / incompleteness, etc. The norms generally contribute to social integration. Deviations in human behavior in different ages are manifested in a variety of forms, such as aggression and autoaggression, alcoholism and drug addiction, offenses and crimes, and new forms of the addiction. The problem of the (re/tras) formation of a system of values is touched upon in the multitude of works by modern and classic scientists, pedagogues, social workers and other specialists. Technological, social, psychological, political and economic changes in worlds have led to the destruction and desacralization of the customary system of values, such as moral norms, theirs representation in interaction with fatherland, family and friendship, professional and work communication (Schwartz, Cieciuch, Vecchione, Davidov, Fischer, Beierlein et al., 2012; Pickering, 1979). The destruction of the universality of the rules that guaranteed the survival and development of peoples and people, the development of culture, leads not only to the destruction of culture (lack of culture), but also to the loss of their potentials of viability and extinction by communities. Social norms are assigned by the individual in the process of (re) socialization. Anomia is a state in which a significant number of people are in a position characterized by disintegration with stable social institutions, the rejection of their norms and rules (Merton, 1938; Parsons, 1966). Deviant behavior means deviations that do not entail repression and are not associated with violations of legal and moral norms. There are several models of deviance, but in whole the deviation is the result of opposition to the norms of society (Bryant, 2001; Porshnev, 2008). E. Durkheim considers the deviation from the norms is not only negative, but also a positive start. Deviation in its essence confirms the role of norms, including norms and values. It gives a person a more multi-component and multi-level understanding of the diversity of norms and life in general. Deviation contributes to social change; it reveals alternatives to the existing order, leads to the improvement of social norms and social life in general. However, if you rely on the research of another scientist, B.F. Porshnev, A. Milgram, F. Zimbardo, V. Frankl and B. Bettelheim (Porshnev, 2008; Bettelheim, 1991; Didenko, 1999; Eco, 2000; Frankl, 2011; Milgram, 2008; Zimbardo, 2013), their followers and researchers, we can see that up to 90% of people are conformal and easily suggestible, and only a small proportion of people are capable of creativity, including deviations (Doliński, Grzyb, Folwarczny, Grzybala, Krzyszycha, Martynowska, Trojanowski, 2017). However, deviations are still common. Deviations destroy the “magic world” of the game of norms (Huizinga, 2014).

Different sources of social deviations include the following sources (Cieciuch, Schwartz, Davidov, 2015; Bryant, 2001):

1. in the process of socialization and appropriation by the individual of patterns of behavior and attitudes, social norms and values, situational or systemic failures, failures, deformations arise;

2. dysfunctional families: super-long paternal and maternal discipline; insufficient parental supervision; lack of affection between children and parents; lack of value cohesion in the family and the problems of cultural transmission in the family associated with death, divorce, etc.;

3. inwell-off families, norms learned from childhood can be revised or rejected in the course of interaction with a crisis-changing, foreign cultural ("appeal") or acultural (de-socialization) surrounding reality, in particular, with a deviant ("subcultural") social environment.

Two aspects of the influence of the social process as an objective factor on the social development of youth can be distinguished. On the one hand, the changing objective and subjective conditions of the macroenvironment mediate the features of inclusion in the social structure of society, which affects both the formation of the social image of the young generation and the degree of development of the social structure itself. On the other hand, the factors of social technological progress and cultural development as a whole, reflecting and appearing in the minds of young people, affect their needs, interests, and value orientations in their behavioral programs, which, ultimately, also affects the social makeup of young people. The reform processes taking place in Russia are changing the emphasis in the problem of youth socialization. According to E. Erickson (Erickson, Erickson, 1998; Scheck 2014; etc.), the age of youth is built around an identity crisis, consisting of a series of social and personal choices, identifications and self-determination. If a young man fails to solve these problems, he develops an inadequate identity, the development of which can go along four main lines: 1) avoiding psychological intimacy, avoiding close interpersonal relationships; 2) erosion of a sense of time, fear of growing up and change; 3) erosion of productive, creative abilities, inability to concentrate on any main activity; 4) the formation of "negative identity", the rejection of self-determination and the selection of negative role models. Comparing the degree of professional, religious and political self-determination of a young man, the researchers of the school of E. Erickson note that four main options for the formation of identity can be distinguished: 1) "Uncertain, vague identity" means that the individual has not yet entered a time of crisis, has not developed any clear-cut convictions, has not chosen a profession. 2) "Early, premature identification", i.e. a predetermined development option, when an individual, before the due date, was included in the corresponding system of relations, and he did this not on his own, having gone through the trials of the crisis, but under the influence of others. 3) The "trial of roles" or the stage of "moratorium" is characterized by the fact that the individual is in the process of a normative crisis of self-determination. 4) "Mature identity" indicates that the crisis is over and the sense of self-identity is defined. The indicated options for the formation of identity can be considered in two meanings: as stages in the development of personality and as its types. In other words, the individual in his development can go all the way to the formation of identity or, under the influence of any factors, be fixed at one of the stages, in which case the features of this stage turn into characterological qualities of the person and are integral entities.

Youth is a period when a young man / woman continues to reflect on his/her relations with his/her family in search of his/her place among loved ones. Two approaches have always existed and opposed in organizing university education in Russia: 1) university studies should be based on the freedom and interest of students; 2) training should be compulsory and regulated, otherwise the youth will not study. The dominant aspect of the worldview of a modern student is individualism, and the higher education system in which he is located develops his own requirements. The main ones are: a unified training program; following the norms and standards of student life; forced group and flow community; forced dependence on teachers and local bureaucracy. The only encouraged way to isolate is excellent study in the general plan. Modern students are characterized by the absolutization of "attitude towards me." Changes in the educational process are often outwardly declared to be oriented towards partnership and cooperation; in fact, a stable attitude towards resistance and opposition continues to exist. Most students exhibit more stereotypical and consumer behavior than would be expected from youth. Therefore, any innovations are unpleasant, uncomfortable for students whose adaptive capabilities are lower than desired and necessary. A student is often alienated from the product of his labor, because according to this "forced model of relations" he writes his works not for himself, but for the teacher or for the sake of assessment. The "good student", as a rule, is alienated minimally, he works with interest, and the bad student maximally: works with disgust and often focuses not so much on learning as on trying to avoid it. The student is alienated from the labor process and because any work can be done for him by others, and the training itself, having become paid, has lost many motivating opportunities for the development of a

young man. The irrationality and destruction of the self along with self-concentration, anxiety and aggressiveness make up what can be called the accentuated personality of the student. Social, pedagogical and psychological practice shows that certain restrictions on access to education or distortions in the quality of education turn out to be serious social costs for society - criminalization of some young people, bribery, protectionism, etc. The effectiveness of innovations currently being implemented in the field of education largely depends on whether innovations can ensure the availability of education for all youth groups and help minimize social inequality in society

An important role is also played by the organization of training and education. Traditionally, there are several basic teaching strategies that are oriented to a different extent on the development of students' potential. The first strategy involves the use of a traditional assimilation scheme: clarification of new material, memorization, reproduction and delayed use. The quality of mastering the content of the discipline is determined by the exam. At the same time, students show a strong dependence on how the teacher gave the material at the lecture, how demanding it was during the survey. Making a mistake, they found it difficult to detect and correct it. They experienced greater difficulty when it was necessary to use what they had learned in practice. The second strategy is mastering in the form of problem-based learning. The student independently masters the initial terms and formal logical generalizations, formulates, regardless of the teacher, the questions that arise. A meaningful generalization is given in the form of an educational task, the difficulty and ambiguity of the solution of which for both the student and the teacher provides the possibility of joint search, generalized solutions and practical orientation of training. The following is a solution to a number of practical problems that allow the student to feel the result of their activities "here and now". The effectiveness of self-training is determined by the characteristics of the process and the results of solving the proposed problems. Assessment by teachers of student activities is replaced by a self-reflective assessment of the student and teacher. The need for an exam with this learning strategy is unprofitable. A certain part of students in these learning conditions almost do not use the created opportunities for creative self-development. However, another part of the students shows great confidence in non-standard learning situations, is not afraid to share their own opinions, and listens more to alternative points of view. With the implementation of this form of training, the ability to set goals is manifested, especially when setting and formulating educational tasks. The third strategy - involves the activities of an individual program with the appeal for advice to the teacher. The student and teacher are placed in a situation of choosing the optimal teaching and learning strategy for themselves. Students are given some time to "try on" themselves to the chosen form of assimilation. In other words, the locus of control moves inside the subject. The conditions are created for the formation of internal motivation for assimilation. Students who studied on the basis of the third strategy, as well as those who studied in conditions of difficulty, show signs of positive changes in the structure and dynamics of educational and professional activities. These strategies in different measures serve the prevention and correction of deviations: in dialogic forms a person is given the opportunity to recognize and choose a model of behavior, in monologues - it is strictly limited by alien norms. In this sense, the adragogical model, the research model, the experimental model, and many other problem-oriented and developing (facilitating) orientations are in many respects close to the models of psychotherapeutic (advisory-oriented) pedagogical communication L.A. Petrovskaya and M.R. Arpentieva (Minigalieva M.R., 2012).

Discussion. Deviations in human behavior in different ages are manifested in a variety of forms, such as aggression and autoaggression, alcoholism and drug addiction, offenses and crimes, and new forms of the addiction. The problem of the (re/tras) formation of a system of values is touched upon in the multitude of works by modern and classic scientists, pedagogues, social workers and other specialists. Production-technological, socio-psychological and politico-economic changes in worlds have led to the destruction and desacralization of the customary system of values, such as moral norms, their representation in interaction with fatherland, family and friendship, professional and work communication. Modern societies began to exist in the spirit of principles and rules of life, that values are formed spontaneously and exists in individual forms (Kudzieva, 2014; Schwartz, Cieciuch, Vecchione, Davidov, Fischer, Beierlein et al., 2012; Schwartz, 1992). This makes these norms very vulnerable to deviations, and crushes the very understanding of deviations, "reducing" them to individual versions of the "norm". The destruction of the universality of the rules that guaranteed the survival and development of peoples

and people, the development of culture, leads not only to the destruction of culture (lack of culture), but also to the loss of their potentials of viability and extinction by communities (Vasileva, 2014).

The comprehensive support of studying youth is a system of social, psychological and pedagogical ways and methods that promote personal, social and professional self-determination of a person during the formation and development of her abilities, value orientations and self-awareness, increasing its competitiveness in the labor market and adapting to the conditions for the realization of one's own professional career. A significant part of the social, psychological and pedagogical support is psychological counseling - a specially organized dialogue about the problems that arise during training. Social, psychological and pedagogical support is carried out in the direction of optimizing the psychological state of a person as a result of a complete resolution or reduction of the relevance of internal, psychological problems and external, socio-behavioral and situational problems that impede labor, professional, social self-realization at each stage of an individual's life, small groups, collectives, formal and informal associations. In a broad sense, socio-psychological-pedagogical support includes psychological, in a narrower - psychological support acts as an independent phenomenon and the scope of professional activity. However, it is appropriate to talk about its allocation in those cases when social and pedagogical support and its bodies for one reason or another do not function in a university, organization, or territory "at the place of residence," but various kind of psychological advice, clubs, etc. The main areas of social, psychological and pedagogical support are psychological, social and pedagogical prevention, counseling, diagnostics and correctional and developmental assistance, which can be carried out both one-time and systemically (in the form of support). The main methods are psychological education and counseling, diagnostics, developing (habilitating) trainings and corrective (rehabilitating) programs, etc. Social, psychological and pedagogical support of students is an integral part of the optimization of the learning process. It is solved by such techniques as: 1) the creation and awareness of students of the favorable prospects for educational and professional activities, personal and interpersonal (partnership) improvement; 2) humanization of education: a) load optimization in accordance with the individual psychological characteristics, moral and social resources of the student through the selection of individual tasks and modes of work in the process of training and education b) optimization of the form and content of the load in connection with the dynamics of working capacity, which is realized through the improvement of load conditions, active students usually learn a new topic in the first lesson, passive and slow can learn new training material only after some time; c) - optimization of the load in accordance with the motivation to study, taking into account the fact that if the student has formed cognitive motivation in relation to the subject, then the effectiveness of studying it will be higher; 3) optimization of the learning and subject environment as a condition of activity in accordance with hygienic standards (temperature, lighting, noise, etc.); 4) the humanization of the social environment and the interaction of participants in the educational process, contributing to the formation of a positive attitude not only to the subject being studied, but also to the teacher and peers. The tasks of social, psychological and pedagogical support for students are 1) creating a favorable psychological climate in the learning process, 2) helping students to develop an individual educational path focused on the effective combination of various forms of training, 3) psychological and socio-pedagogical work aimed at educating, including - habilitation (formative) and rehabilitation (restoring) types. That is, the upbringing of a holistic personality, its internal and external harmony, the full functioning of a social unit and a multifaceted human being. In addition, in recent years there has been an increasingly pronounced deterioration in the physical and mental health of the young population of the Russian Federation. In this regard, educational institutions for students in need of psychological, pedagogical and medical-social assistance play a special role. Problematic in the activities of these institutions is an unstructured system of interaction to accompany the student. So far, a holistic approach, organically linking the theoretical foundations with substantive and organizational-methodological components of the activities of specialists in the framework of socio-pedagogical support, support for the development of students and schoolchildren, has not been proposed.

Conclusions. Deviant (innormal) behavior is a social behavior that deviates of the students in its motives, value orientations and results from the accepted in a given society, social stratum, group of norms, values, ideals, that is, normative standards. In the context of our work, it is necessary to emphasize the importance of relying on the student's life experience. As well as the importance of a research, creative attitude towards him and life in general.

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ДЕВИАНТТЫ СТУДЕНТТЕРДІҢ ҚҰНДЫЛЫҚТЫҚ-МОТИВАЦИЯЛЫҚ СФЕРАСЫ ЖӘНЕ ЖОҒАРЫ ОҚУ ОРНЫНДАҒЫ АКАДЕМИЯЛЫҚ КЕҢЕС БЕРУ

Аннотация. Академиялық кеңес беру мәселесі, соның ішінде психологиялық кадрларды даярлау мәселелерін шешу аясында соңғы кездері көптеген шашыраңқы зерттеулердің нысанына айналды. Өкінішке қарай, аталған мәселе жайында іргелі зерттеулер көп емес, ал практикалық тәжірибе әрқашан зерттеліп, шынайы құндылығымен бағаланады. Мақалада студенттік жас кезеңдегі жеке тұлғаның және адамдар арасындағы қарым-қатынастың девиантты даму мәселелері мен бағыттары, жоғары оқу орнының оқу үдерісінде жас адамды тұлға, серіктес және болашақ маман ретінде психологиялық және әлеуметтік-педагогикалық қолдау ұйымдастыруға және жетілдіруге әсері мен тәсілдері – академиялық психологиялық кеңес беру жұмыстары талданған. Болашақ психолог, мұғалімдер мен әлеуметтік қызметкерлердің, басқа да мамандықтарға көмек беретін мамандардың даму мәселесіне ерекше назар аударылады. Авторлар жас тұлғаның тұлғалық, тұлғааралық және кәсіби дамуының өзара әсері мен өзара әрекеттесу мәселелерін қарастырады. Авторлар қазіргі жастар өміріндегі негізгі өзгерістерді ашады, оқуда да, кеңес беруде де оқушының өмірлік тәжірибесіне сүйенудің маңыздылығы көрсетілген. Сонымен қатар, олар студенттердің ізденісін, білімге, өзіне және адамдарға, жалпы өмірге деген шығармашылық қатынасын қалыптастыру мен дамытудың маңыздылығын атап көрсетеді. Студенттерді әлеуметтік, психологиялық, педагогикалық қолдау міндеттеріне мыналар кіреді: 1) білім беру үдерісінде қолайлы психологиялық климат құру; 2) білім берудің әртүрлі формаларын тиімді үйлестіруге бағытталған білім алушылардың жеке білім беру бағытын құруға көмектесу; 3) оқытуға бағытталған психологиялық, әлеуметтік, педагогикалық қолдау және білім беру, оның ішінде абилитация (қалыптастырушы) және оңалту (қалпына келтіру) түрлері. Тәрбиенің мақсаты – оқыту мен тәрбиелеу арқылы жеке тұлғаны қалыптастыру және дамыту, ішкі және сыртқы үйлесімділікке жету, қоғам мүшесі және жеке тұлға ретінде толыққанды қызмет ету. Жоғары оқу орындарының қызметіндегі аса проблемалық мәселенің бірі – құрылымдардың өзара байланысының құрылым жүйесінің жоктығы. Осы уақытқа дейін студенттер мен білім берудің басқа пәндерін дамытуды әлеуметтік-педагогикалық және психологиялық қолдау шеңберінде мамандар қызметінің мазмұны және ұйымдастырушылық-әдістемелік компоненттері арқылы теориялық негіздерді органикалық байланыстыратын тұтас тәсіл жүзеге асырылмаған. Авторлар түрлі дәрежедегі оқушылардың әлеуетін дамытуға, ауытқу мен басқа да бұзылыстардың алдын алуға және түзетуге бағытталған бірқатар негізгі оқыту стратегияларын сипаттайды. Бірінші стратегия келесідей ассимиляцияның дәстүрлі схемасын қолдануды көздейді: жаңа материалды нақтылау, есте сақтау, көбейту және кейін пайдалану. Пәннің мазмұнын меңгеру сапасы емтихан арқылы анықталады. Сонымен бірге, студенттер мұғалімнің материалды қалай ұсынатындығына және бақылау үдерісі қалай ұйымдастырылғанына аса тәуелді екенін көрсетеді. Қате жіберген кезде оқушылар оны тану және түзету қиын екенін байқайды. Екінші стратегия – проблемалық оқыту түріндегі шеберлік. Мәнді жалпылау білім беру тапсырмасы түрінде беріледі, оны шешудің күрделілігі мен анық еместігі оқушы үшін де, мұғалім үшін де бірлескен ізденіске, жалпыланған шешімдерге және оқытудың практикалық бағыттылығына мүмкіндік береді. Мұнда норма мен ауытқудың салыстырмалы маңызы бар, ал тәжірибе қайта қарауға жатады деген ой туындайды. Үшінші стратегия мұғалімнен кеңес сұрай отырып, жеке бағдарлама бойынша іс-әрекеттерді қамтиды. Студент пен оқытушы тек нақты адамдарға арналған оқыту мен оқудың оңтайлы стратегиясын таңдау жағдайында болады. Студенттерге таңдалған білім беру түріне «еніп көруге» біршама уақыт беріледі, осылайша мінез-құлық пен көзқарас нұсқаларын қарастырады, бұл әртүрлі тәртіп бұзудың алдын алу мен түзетудің ең жақсы әдісі. Бұл тұрғыдан алғанда педагогикалық, зерттеу және эксперименттік модель, басқа да проблемалық-бағытталған және дамытушы (жеңілдететін) бағдарлар өзекті болып саналады. Олар негізінен Л.А. Петровская мен М.Р. Арпентьеваның психотерапиялық (кеңестік-бағытталған) педагогикалық қарым-қатынас моделіне жақын.

Түйін сөздер: академиялық кеңес беру, девиантты мінез-құлық, құндылықтық-мотивациялық сала, студенттер, білім.

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ЦЕННОСТНО-МОТИВАЦИОННАЯ СФЕРА ДЕВИАНТНЫХ СТУДЕНТОВ И АКАДЕМИЧЕСКОЕ КОНСУЛЬТИРОВАНИЕ В ВУЗАХ

Аннотация. Проблема академического консультирования, в том числе в контексте решения вопросов подготовки психологических кадров в последнее время становится объектом многочисленных, часто разрозненных исследований. Фундаментальных исследований этой проблемы, к сожалению, не так много, а практический опыт не всегда остается изученным и по достоинству оцененным. В статье анализируются проблемы и направления девиантного развития личности и взаимоотношений человека в студенческом возрасте, эффекты и подходы к организации и совершенствованию психологической и социально-педагогической поддержки молодого человека как личности, партнера и будущего профессионала в процессе его обучения в вузе – академического психологического консультирования. Особое внимание уделяется проблемам развития будущих психологов, педагогов и социальных работников, других специалистов помогающих профессий. Авторы рассматривают проблемы взаимовлияния и взаимодействия личностного, межличностного и профессионального развития молодого человека. Авторы раскрывают основные изменения в жизни современной молодежи, отмечается значимость опоры на жизненный опыт обучающегося как в образовании, так и в консультировании. Они также подчеркивают важность формирования и развития у студентов исследовательского, творческого отношения к образованию, к себе и людям, к жизни в целом. Задачи социальной, психологической и педагогической поддержки студентов включают: 1) создание благоприятного психологического климата в учебном процессе, 2) помощь студентам в разработке индивидуального образовательного маршрута, ориентированного на эффективное сочетание различных форм обучения, 3) психологическая, социальная и педагогическая поддержка, направленная на обучение и воспитание, в том числе абилитационного (формирующего) и реабилитационного (восстанавливающего) типов. Цель образования – формирование и развитие средствами обучения и воспитания целостной личности, достижение внутренней и внешней гармонии, полноценное функционирование как члена социума и индивида. Наиболее проблемным в деятельности учреждений высшего образования является неструктурированность системы взаимодействий подструктур учреждения. До настоящего времени целостный подход, органически связывающий теоретические основы с содержательной и организационно-методической составляющими деятельности специалистов в рамках социальной, педагогической и психологической поддержки развития студентов и иных субъектов образования, не реализован. Авторы описывают ряд базовых стратегий обучения, которые в разной степени ориентированы на развитие потенциала студентов, профилактику и коррекцию девиаций и иных нарушений. Первая стратегия предполагает использование традиционной схемы ассимиляции: уточнение нового материала, запоминание, воспроизведение и отсроченное использование. Качество усвоения содержания дисциплины определяется экзаменом. В то же время студенты демонстрируют сильную зависимость от того, как преподаватель преподносит материал и как организует процесс контроля. Совершая ошибки, студенты обнаруживают, что их трудно осознать и исправить. Вторая стратегия – овладение в форме проблемного обучения. Содержательное обобщение дается в виде учебного задания, сложность и неоднозначность решения которого как для ученика, так и для учителя дает возможность совместного поиска, обобщенных решений и практической направленности обучения. Здесь закладывается представление о том, что норма и отклонение имеют относительное значение, а опыт поддается переосмотру. Третья стратегия предполагает деятельность по индивидуальной программе с обращением за советом к педагогу. Студент и преподаватель находятся в ситуации выбора оптимальной стратегии преподавания и обучения именно для них – конкретных людей. Студентам дается некоторое время, чтобы «примерить» себя к выбранной форме обучения, и таким образом просмотреть варианты поведения и отношений, что является лучшим способом профилактики и коррекции различных нарушений. В этом смысле актуальными являются адрагогическая модель, исследовательская модель, экспириентальная модель и многие иные проблемно-ориентированные и развивающие (фасилитирующие) ориентациями. Они во многом близки к модели психотерапевтического (консультативно ориентированного) педагогического общения Л.А. Петровской и М.Р. Арпентьевой.

Ключевые слова: академическое консультирование, девиантное поведение, девиация, ценностно-мотивационная сфера, студенты, образование.

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