

CHAPTER «PSYCHOLOGICAL SCIENCES»

SOCIO-PSYCHOLOGICAL FEATURES OF FORMATION OF DEVIANT BEHAVIOR IN ADOLESCENTS WITH LEARNING DIFFICULTIES

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DOI: <https://doi.org/10.30525/978-9934-26-049-0-26>

Abstract. The article is devoted to the socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties. The subject of research – socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties. The purpose of the study is to empirically study the socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties. Objectives of the study: to analyze the socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties and using psychodiagnostic techniques to determine which socio-psychological features provoke the formation of deviant behavior in adolescents with learning difficulties. Particular attention is paid to the socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties. It is pointed out that in order to clarify the essence of deviant behavior, it is necessary to identify not only its external manifestations, but also the internal properties, without

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which it cannot exist. Any deviations (deviations) in human behavior are the result of inconsistency of his desires, aspirations, and claims with the social norms of the environment in which he operates: he lives, is brought up, studies and works. When a person does not agree or does not accept the demands of society, he challenges him in the form of any behavioral disorders, the content of which, of course, is determined by his physiological, psychological and social qualities. It can be noted that deviations in the adolescent environment (aggression, drug addiction, drunkenness, etc.) in their purpose, consequences differ significantly, say, from deviations among adults (criminal and economic crimes). Deviant behavior is defined as a personal challenge of a person, in particular, a teenager, to the social environment, which is caused by inconsistency between his personal demands and social requirements (norms, standards, rules, regulations) and is manifested by such social and behavioral actions and actions that are not approved (condemned) close environment or society.

The article describes the course and procedure of research organization. The results of research on each technique concerning definition of level of accentuation of character (Shmishek's questionnaire), aggressiveness (Freiburg's questionnaire), ways of mastering with difficult life situations are described (adaptation of the technique WCQ), level of hopelessness (Hopelessness Scale, Beck et al.). The conclusions indicate the socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties. It is emphasized that unfavorable living and upbringing conditions in the family, problems of acquiring knowledge and related learning failures, inability to build relationships with others and conflicts arising on this basis, can lead to deviant behavior in adolescents. With the help of such psychodiagnostic techniques as character accentuations, aggression questionnaire, questionnaire of ways to master difficult life situations, the scale of hopelessness, it is determined which psychological features provoke the formation of deviant behavior in adolescents with learning difficulties. These are the presence of certain accentuations of character, the level of aggression above average and the methods that the teenager uses to master a difficult life situation. The conclusions reveal the prospects for further development.

1. Introduction

Deviant behavior of adolescents is becoming a constant element of social and psychological analysis. The need for a special study of forms of social (behavioral and personal) deviations, as well as the search for scientifically sound ways to solve problems that arise, is associated with the development of new psychological and pedagogical technologies for diagnosis, prevention and correction of deviant behavior, in the first place – in adolescent environment. Deviant behavior of adolescents requires an integrated approach, taking into account psychological, social and personal factors. Psychological and social features of behavior of adolescents with learning difficulties are mainly due to the peculiarities of their upbringing in the family, attitude to leading activities and the system of relationships with the environment, especially with peers and adults.

The subject of research – socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties.

The purpose of the study is to empirically study the socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties.

Objectives of the study: to analyze the socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties and using psychodiagnostic techniques to determine which socio-psychological features provoke the formation of deviant behavior in adolescents with learning difficulties.

Research methods:

– Theoretical: analysis of the literature on the problem of studying the features of adolescence and the formation of deviant behavior in them;

– Empirical: observational experiment, observation, testing (character accentuations – questionnaire Shmishek; Freiburg questionnaire of aggression; questionnaire of ways of mastering difficult life situations (adaptation of the technique WCQ); Beck's scale of hopelessness.

– Methods of mathematical data processing with their subsequent qualitative interpretation and meaningful generalization.

2. Formation of deviant behavior

Adolescent aspirations to emergencies, adventures, gaining recognition, measuring the limits of what is allowed, are considered by adults as deviant behavior, and from the point of view of the adolescent can be considered

«normal situations», embodying the adolescent's search activity and his desire to expand individual experience. Thus, behavioral disorders and, consequently, lifestyle can be the result of an identity crisis [2, p. 202].

The essence of the «adolescent complex» is inherent in this age and defined by psychological characteristics of behavioral patterns – are specific behavioral reactions of the adolescent to the impact of the environment on him. In his works, the psychologists R. Busching and B. Krahe note that the social status of the adolescent is not much different from the child. It is very important for a teenager that his adulthood was noticed by others. The value of work for a teenager is determined by his adulthood, and ideas about the norms of behavior that arise in them, can provoke a discussion of the guidelines of adults, and therefore there are typical age conflicts [1, p. 817].

To clarify the essence of deviant behavior, it is necessary to identify not only its external manifestations, but also the internal properties, without which it cannot exist. Any deviations (deviations) in human behavior are the result of inconsistency of his desires, aspirations and claims with the social norms of the environment in which he operates: he lives, is brought up, studies and works.

When a person does not agree or does not accept the demands of society, he challenges him in the form of any behavioral disorders, the content of which, of course, is determined by his physiological, psychological and social qualities. It can be noted that deviations in the adolescent environment (aggression, drug addiction, drunkenness, etc.) in their purpose, consequences differ significantly, say, from deviations among adults (criminal and economic crimes).

Deviant behavior is defined as a personal challenge of a person, in particular, a teenager, to the social environment, which is caused by inconsistency between his personal demands and social requirements (norms, standards, rules, regulations) and is manifested by such social and behavioral actions and actions that are not approved close environment or society.

Lack of housing is one of the triggers for family unhappiness. After all, the high concentration of people in a small living space provokes various conflicts and misunderstandings, sometimes causes aggressive behavior, and so on. Complex family relationships in the vast majority of cases are determined by prolonged ineffective economic transformations and the economic crisis. This affects children and the process of their upbringing.

On the one hand, financial problems create tensions in family relationships, limit the cost of raising and educating children, on the other – provoke parents to seek additional income, which leads to physical and psychological overload and reduces the amount of free time needed to study with children. Protracted inefficient economic transformations and the economic crisis. This affects children and the process of their upbringing.

Adolescents with learning disabilities raised in families may have difficulty attending school, frequent problematic relationships with classmates, and a significant tendency to behave aggressively and provoke conflict. Poor parental care and learning problems are serious obstacles to adolescent socialization and successful social development in the future. Lack of necessary parental care can provoke unsatisfactory behavior and indifference to one's responsibilities for education or personal development.

Among the most common negative behaviors are aggression, cruelty, socio-pedagogical neglect, antisocial behavior, high levels of conflict, emotional instability, and distorted value system, low level of moral, spiritual and family values. It should be noted that children and adolescents can often get sick under the influence of difficult life circumstances, so there is a constant risk of deteriorating health. These, in turn, cannot but affect the emotional state of the adolescent.

Among the most common problems of adolescents are the deterioration of mental health due to mental trauma, psychological stress, increased anxiety, constant fear and depression. There is also adolescent helplessness, depression, isolation or emotional arousal or defiant, eccentric behavior. Adolescents may show distrust of adults, fear and frustration. Because of this, there are cases when teenagers run away from home to the street. For them, it's like an escape from a critical situation. When a teenager finds himself on the street, he very soon falls out of society, loses the necessary communication and social skills of living in a team. Such cases are characterized by mental deprivation, social maladaptation, emotional disorders (aggression, anxiety, impulsivity and emotional instability), increased frustration, aggressive sexual behavior, negativism, conformism, socialization difficulties, conflict, helplessness, depression, self-esteem, depression. There is indifference and even irresponsible attitude to one's health, low level of self-esteem, high level of anxiety, aggression, mistrust, suspicion.

There are key indicators that often have a negative impact on children's development and health. Among the main ones are antisocial behavior, alcoholism or drug use; aggression and violence by parents; unsatisfactory social and living conditions of the family; violation of the legal rights and interests of children and adolescents, lack of care skills, etc.

3. Organization of the study

In order to determine the psychological features of the formation of deviant behavior in adolescents with learning difficulties, a confirmatory experiment was conducted with adolescents with learning difficulties in the number of 30 people. The following techniques were used for this purpose: character accentuations. Shmishek's questionnaire; Freiburg Aggression Questionnaire; questionnaire of ways of mastering difficult life situations (adaptation of the technique WCQ); Beck's hopelessness scale.

Character accentuations. Shmishek's questionnaire.

According to the theory of «accentuated personalities», there are personality traits that are not in themselves pathological, but under certain conditions can develop in both positive and negative directions. These traits are like an exacerbation of some individual qualities inherent in each person. In psychopaths, these traits are most pronounced. There are ten main types of accentuation (Leonhard's classification) [3, p. 12].

1. Hyperthymic – individuals prone to high mood.
2. Stuck – with a tendency to «stuck affect» and delusional reactions.
3. Emotional, affectively labile.
4. Pedantic, with a predominance of rigidity, pedantry.
5. Anxious.
6. Cyclothymic, with a tendency to depressive response.
7. Demonstrative, with hysterical character traits.
8. Excitable, with a tendency to inflated, impulsive reactivity in the field of hobbies.
9. Dysthymic, prone to mood disorders.
10. Exalted, prone to affective exaltation.

All these groups of accented personalities are united by the principle of accentuating the properties of character or temperament. Accentuation of character traits includes: demonstrativeness, meticulousness, excitability, stuck [3, p. 13].

Hyperthymic adolescents are characterized by great mobility, excessive independence, propensity for mischief, lack of sense of distance from adults. From the first years of life, they make a lot of noise everywhere, love the company of peers and seek to command them. The main feature of hyperthymic adolescents with learning difficulties – they almost always have a very good, even high spirits. Always good mood, high vitality creates favorable conditions for reassessment of their capabilities and abilities. Excessive self-confidence often encourages «show yourself» in front of others in a favorable perspective, to brag. Unrestrained interest in everything around makes hyperthymic teenagers incomprehensible in the choice of dating. Contact with random people is not a problem for them. In their quest for life, they can sometimes find themselves in an unfavorable environment and fall into an antisocial group. They are characterized by the following traits: sociability, activity, optimism, high vitality, generosity, lack of internal conflicts. There is also supremacy, easy attitude to morals and laws, non-obligation, familiarity, frivolity, and willingness to take uncontrollable risks.

Stuck type. The main features of this type are stuck affect, high stability and duration of emotional response, aggression. Even if you accidentally insult, illegally «touch» such a child, you can lose personal contact with her for a long time. Loss of such contact and getting stuck in the image can affect not only the personal relationship, but also in relation to the subject, academic performance. It happens that the attitude to the subject («love – do not love», «like – do not like») is mediated by the attitude of the student to the teacher. The stability of affect and resentment in a stuck accentuator in relationships with peers are manifested in the same way. Often accompanied by a plan of revenge and response to the sample. This revenge can be quite subtle and delayed.

Emotional type. The main feature of such a person is high sensitivity and deep reactions in the field of subtle emotions. Mildness, kindness, sincerity, emotional sensitivity, empathy are inherent. Such people often have «eyes in a wet place». Falsehood, indifference and callousness emotional individuals feel extremely subtly and react very quickly to this by changing their attitude and behavior. Indifference to his experiences is an emotional deprivation. And emotional deprivation itself can be a trigger for delinquency. For emotional adolescents, emotional deprivation can

have particularly negative consequences. Conversely, having a positive emotional contact with such a teenager can give extremely positive results.

Pedantic type. It is characterized by rigidity, inertia of mental processes, difficult to raise, long experience of traumatic events. He rarely enters into conflicts, acting as a passive rather than an active party. At the same time, it reacts very strongly to any manifestation of disorder. Punctual, neat, pays special attention to cleanliness and order, scrupulous, honest, tends to clearly execute the plan, in the implementation of actions – slow, sedentary, focused on high quality work and special care, prone to frequent self-checks, doubts about the correctness of work, grumbling formalism. He gladly gives leadership to other people.

Exciting type. Insufficient control, poor control over urges and impulses can be combined in people of this type with physiological urges. It is characterized by increased impulsiveness, instinct, brutality, boredom, gloom, a tendency to rudeness and quarrels, to conflicts in which he is an active, provocative party. Such a teenager is irritable, inflammatory and discordant in the team. There is low contact in communication, slow verbal and nonverbal reactions. For him, no work is attractive, he works only when necessary, shows the same reluctance to learn. Indifferent to the future, fully lives in the present, wanting to get a lot of fun out of it. Increased impulsivity or the resulting excitation reaction is long and difficult to extinguish and can be dangerous to others. He can be powerful, choosing to communicate with the weakest.

Dysthymic type. People of this type are serious, even depressed mood, slowness, weakness of willpower. They are characterized by a pessimistic attitude to the future, low self-esteem, as well as low contact, taciturn conversation, even silence. This is a homebody and individualists usually avoid noisy companies, leading a secluded life. Often gloomy, inhibited, they tend to be fixed on the shadowy sides of life. Honest, appreciate those who are friends with them and are ready to obey them. They have a keen sense of justice and slow thinking.

Anxious type. People of this type are characterized by low contact, timidity, insecurity minor mood. Such children and teenagers avoid loud and lively peers do not like excessively loud games, have difficulty with tests, exams and tests, feel timid and shy. They are often ashamed to speak in front of an audience. Willingly submit to the care of elders, whose notations can cause them remorse, guilt and despair. They develop a sense

of duty, responsibility, and high moral and ethical standards early on. They try to disguise their feelings of inferiority in self-affirmation through those activities in which they can reveal their abilities to a greater extent. Their inherent shyness, vulnerability and sensitivity prevent them from getting closer to those they want to be with. Particularly painful is the reaction to the attitude of the environment. They do not tolerate ridicule, do not know how to stand up for themselves, defend the truth under unjust accusations. They do not often come into conflict with the environment and play in it mainly a passive role, and in conflict situations they seek support and support. They are friendly, self-critical and thorough. Due to their insecurity, they often act as «goat», become targets for jokes.

Exalted type. A striking feature of this type – the ability to admire, as well as – a smile, a sense of happiness, joy, pleasure. These feelings can often arise from the fact that others do not cause much uplift; they easily get excited about happy events and in complete despair – from sad. They are characterized by high contact, talkativeness and love. Such people often argue, but do not bring the case to open conflict. In conflict situations, they are both active and passive. They are attached to friends and families, altruistic, have feelings of pity, good taste, show brightness and sincerity of feelings. Can be panickers, quickly susceptible to mood swings, jerks, easily pass from a state of delight to a state of sadness, have mental lability.

Cyclothymic type. It is characterized by changes in hyperthymic and dysthymic states. They are characterized by frequent periodic mood swings, as well as dependence on external events. Joyful events cause them pictures of hyperthymia: thirst for activity, increased talkativeness, the emergence of various ideas, and sad – depression, slow reactions and thinking. Their way of communicating with the people around them also changes often. In labile cycloids phases of mood changes are usually shorter than in typical cycloids. «Bad» days are determined by a more saturated stupid mood than lethargy. During the rise, the desire to be in the company, to have friends. Mood also affects their self-esteem.

Demonstrative type. It is characterized by demonstrative behavior, increased ability to displace, agility, mobility and ease of establishing contacts. Adolescents are prone to fantasies, lies and pretense, which are aimed at decorating their persona, adventurism, artistry, posturing they are driven by the desire for leadership, the desire for constant attention to their

person, the need for recognition, the desire for power, praise, the prospect of being unnoticed burdens them. They demonstrate a high ability to adapt to people, emotional lability (easy change of mood) in the absence of really deep feelings, a tendency to intrigue (with the external softness of communication). There is boundless egocentrism, desire for admiration, compassion, respect, amazement. Praising others in the presence of such a teenager causes him particularly unpleasant feelings; he just cannot stand it. The desire for a company is connected with the need to feel like a leader and take an extraordinary position in it. Self-esteem is far from objective. They can be annoying with their self-confidence and high demands. They themselves systematically provoke conflicts, but at the same time actively defend themselves. With a pathological ability to displace, such adolescents may completely forget what they do not want to know. This can unleash them in a lie. They usually lie with an innocent face, because what they are talking about at the moment is true for them. Such adolescents are able to attract others by unusual thinking and actions.

Freiburg aggressiveness questionnaire.

The questionnaire reveals the tendency of adolescents to aggressive behavior. There is a normal level of propensity for aggression, an elevated level and a high level of propensity for aggression in adolescents [3, p. 12].

Aggression as a personality trait. If aggression is an emotionally colored higher form of personality activity in relation to the environment, which is weakly limited by social norms, which takes the form of direct or indirect violence in the relationship between personality and environment for its self-affirmation, then aggression should be considered as a set of emotional and motivational components to the manifestation of aggression. Aggression can be both persistent and situational. In the first case, it is generated by aggression and acts as a valuable form of psychological protection, in the second acts as a tool for interaction with the environment. Aggression as a tendency of a particular person is a tendency that manifests itself in the form of specific internal or external actions and is an individual feature of this person only. Aggression alone does not make the subject socially dangerous, because the connection between aggression and open aggression is not rigidly defined and the act of aggression itself can take forms that are approved in society. There is a distinction between antisocial and prosocial aggression. In both cases, the external practical actions may

be similar. Thus, as a result of the same operational actions, one person can be convicted of hooliganism (antisocial aggression), and another – to receive a medal in the boxing championship (prosocial aggression).

In the minds of most people, aggression is associated with something socially dangerous and undesirable. However, aggression in itself is not socially dangerous. This is what makes it the motives of activity and values, for which the activity unfolds. Aggression as a destructive component of human activity is necessary in creative activity, without it the progressive development of society and the individual is impossible. The needs of individual development and social practice form in people the ability to remove and destroy obstacles, to physically and psychologically overcome what opposes the achievement of goals (the path will be overcome by the one who walks).

Aggression as a property of personality has a qualitative and quantitative characteristic, and the quantitative content and intensity affect its qualitative originality. A certain level of aggression is necessary for the adaptation of the individual in society and to achieve its goals. In a limited range, it is socially desirable and even necessary. Lack of aggression leads to conformity, lack of independence and sometimes inability to take an active position in life.

Questionnaire of ways to master difficult life situations (adaptation of the technique WCQ).

Life difficulties are constantly changing cognitive and behavioral efforts of an individual in order to manage specific external or internal needs that are assessed by him as those that put him to the test or exceed his resources. The task of mastering negative life circumstances is to either overcome difficulties, or reduce their negative consequences, or avoid these difficulties, or endure them. Coping behavior can be defined as purposeful social behavior that allows you to cope with a difficult life situation (or stress) in ways that are adequate to personal characteristics and situations – through conscious action strategies. This conscious behavior is aimed at actively changing, transforming a situation that is under control, or adapting to it if the situation is not under control [1, p. 818].

Types of mastering methods.

Confrontational coping is an aggressive effort to change the situation. Assumes a certain degree of hostility and willingness to take risks.

Distancing. Cognitive efforts to separate from the situation and reduce its significance.

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Self-control. Efforts to regulate their feelings and actions during a difficult situation.

Search for social support. Efforts to find informational, effective and emotional support.

Acceptance of responsibility. Recognition of its role in this problem with the existing theme of attempts to solve it.

Escape-avoidance. Imaginary desire and behavioral efforts that are aimed at escape or avoidance, removal from the problem.

Problem solving planning. Arbitrary problem-focused efforts to change a complex situation, including an analytical approach to the problem.

Positive reevaluation. Efforts to create positive meaning with a focus on self-growth. It also includes a religious dimension.

Beck's hopelessness scale (*Hopelessness Scale, Beck et al.*) is designed to predict the possibility of suicide based on thoughts about the future and the hopes placed on him, and is 20 statements that reflect feelings, states, attitudes toward the future and past. Hopelessness is a psychological construct that underlies many mental disorders [3, c. 14].

In developing the scale, the authors relied on the concept that hopelessness is seen as a system of negative expectations about the near or distant future. Individuals with high levels of hopelessness believe that everything in their lives will go wrong; that they will never succeed in anything; that they will never achieve their goals; that their worst problems will never be solved. This description of hopelessness corresponds to a negative image of oneself, a negative image of one's functioning in the present and a negative image of the future.

Thus, Beck's Hopelessness Scale measures the severity of a subject's negative attitude toward his or her own future. Of particular value is this technique as an indirect indicator of suicide risk in people suffering from depression.

There are four levels: hopelessness is not detected, hopelessness is easy and hopelessness is moderate and severe hopelessness.

4. Results of the research

After processing the study data, the following results were obtained. Character accentuations. Questionnaire Shmishek: Among the 30 respondents found the following results:

Exaltation was found in 80% of respondents; Hyperthymia – in 50% of respondents; Stuck – in 33.3% of respondents; Emotionality – in 33.3% of respondents;

Cyclothymic – in 23.3%; Demonstrativeness – in 20% of respondents; Excitability – in 13.3% of respondents; Anxiety – in 10% of respondents; Dysthymia – in 10% of respondents; Pedantry – in 6.6% of respondents (see Table 1).

Table 1

The results of the study of character accentuations according to the method of Shmishek, (n=30)

	Exaltation	Hyperthymia	Stuck	Emotionality	Cyclothymic	Demonstrativeness	Excitability	Anxiety	Dysthymia	Pedantry
Number of people	24	15	10	10	7	6	4	3	3	2
%	80	50	33,3	33,3	23,3	20	13,3	10	10	6,6

Determining the level of aggression:

53.3% of respondents have an increased level of tendency to aggression;

26.6% of respondents have a high level;

20% of respondents have a normal level (see Table 2).

Table 2

The results of the study of the level of aggression, (n=30)

	High level	Elevated level	Normal level
Number of people	8	16	6
%	26,6	53,4	20

Means of mastering in a difficult life situation. Distancing was found by 30% of respondents; escape-avoidance – in 30% of respondents; positive reevaluation – in 30% of respondents; self-control – in 23.3% of respondents; acceptance of responsibility – in 23.3% of respondents; problem solving

planning – in 23.3% of respondents; search for social support – in 16.6% of respondents; confrontational coping – in 6.6% of respondents (see Table 3).

Table 3

**The results of a study of the means of mastering
a difficult life situation, (n=30)**

	Distancing	Escape-avoidance	Positive reevaluation	Self-control	Acceptance of responsibility	Problem solving planning	Search for social support	Confrontational coping
Number of people	9	9	9	7	7	7	5	2
%	30	30	30	23,3	23,3	23,3	16,6	6,6

Beck's questionnaire. Determining the level of hopelessness in relation to the future. According to the results of the survey, the following indicators were identified: severe hopelessness – not found in any respondent; moderate hopelessness – in 13.1% of respondents; slight hopelessness – in 43.4 respondents; hopelessness was not detected at all – in 43.4% of respondents (see Table 4).

Table 4

**The results of a study of the level of hopelessness in relation
to the future by the Beck's questionnaire, (n=30)**

	Severe hopelessness	Moderate hopelessness	Slight hopelessness	Hopelessness is not revealed
Number of people	–	4	13	13
%	–	13,1	43,4	43,4

Thus, in the course of experimental research the psychological features of the formation of deviant behavior in adolescents with learning difficulties were revealed. Four methods were used for this purpose, namely: Shmishek's questionnaire «Type of character accentuation», Freiburg questionnaire of aggression, questionnaire of ways of mastering difficult life situations

(adaptation of the technique WCQ), Beck's scale of hopelessness, which allowed to study from different angles the phenomenon of the formation of deviant behavior in adolescents under the influence of difficult life circumstances.

The results of the experimental study revealed the following.

80% of respondents have exaltation, which indicates that such people often argue, but do not bring the case to open conflict. In conflict situations, they are both active and passive. They are attached to friends and relatives, altruistic, have feelings of pity, good taste, show brightness and sincerity of feelings. Can be panickers, susceptible to mood swings, easily move from a state of delight to a state of sadness, have mental lability. It is a violent expression of feelings, constant being in an excited state and irresistible enthusiasm, a feeling of unspeakable happiness or complete hopelessness.

Respondents who show hyperthymia also have a significant figure of 50%. Such adolescents have increased mental activity, optimism, cheerfulness, initiative and entrepreneurship, but frivolity. They strive for leadership in all circumstances, but prefer to be informal leaders. If this accentuation is expressed too brightly, the positive prognosis is removed. Cloudless fun, excessive liveliness is dangerous, because such people jokingly pass by events that should be taken seriously. They constantly violate any ethical norms, because at certain moments they seem to lose their sense of duty. Excessive fun can turn into irritability.

Character accentuations can influence the formation of deviant behavior in adolescents. Character accentuations can sometimes be formed because of social influence (conditions of upbringing in a family or in a foster family). However, in most cases, character accentuations are due to innate properties of the nervous system rather than acquired properties. Therefore, it is impossible to eliminate them or radically change. Nevertheless, their timely recognition can help prevent many problems of personal development, prevent possible emotional breakdowns or serious deviations in behavior.

53.4% of respondents have an increased level of aggression, and 26.6% have a high level. Aggression is a set of emotional and motivational components that are manifested in readiness for aggression. In adolescence, there is puberty and psychological maturation, the desire to conflict with

the world, and especially – with teachers and parents who limit their lives. This period is the most difficult and controversial for any teenager. There is a denial of generally accepted morality, the desire to go against everything and everything, to create their own system of values. Peculiarities of aggression are such that, affecting the emotional sphere of the individual, they increase moral dissonance, stress and depression are formed. High levels of aggression in adolescents are a dangerous factor, as it can negatively affect not only educational activities, relationships with parents, friends, peers, individual development, etc., but also the success of their future professional and personal activities.

Means of mastering in a difficult life situation: the highest rates are distancing, escape-avoidance and positive reassessment. This shows that children often choose relatively constructive and unconstructive coping of behavior in the presence of a difficult life situation. Distancing is a cognitive effort, an attempt to separate from the situation and reduce its significance, an attempt to forget or ignore the situation, or an attempt to find something good in it. Escape-avoidance is an imaginary desire and behavioral effort that is aimed at avoiding the problem, usually expressed in attempts to improve their well-being by drinking alcohol, eating or smoking. Accepting responsibility is a teenager's recognition of his role in the problem and active attempts to solve it.

Beck's hopelessness results showed that 43% had no hope for the future at all and no severe hopelessness at all. 43% of respondents have a slight hopelessness about their future, and moderate – 13%. Attention should be paid to adolescents who have moderate hopelessness about the future. This can be a manifestation of a psychological crisis – an emotional state that arises when a person encounters an obstacle to meeting his most important life needs, which cannot be eliminated in the usual ways known to man from life experience. It is accompanied by an acute violation of internal emotional balance, a decrease in the ability to constructively plan for the future (hopelessness). Adolescents who have indicators of hopelessness believe that everything in their lives will go wrong, no matter how hard they try; that they will never and in no way succeed; that they will not achieve their goals, that their worst problems will never be solved. This description of hopelessness corresponds to a negative self-image, a negative image of its functioning in the present and creates a negative image of the future.

5. Conclusions

The socio-psychological features of the formation of deviant behavior in adolescents with learning difficulties are indicated. Unfavorable living and upbringing in the family, problems with the acquisition of knowledge and related learning failures, inability to build relationships with others and conflicts that arise on this basis, can lead to deviant behavior in adolescents. With the help of such psychodiagnostic techniques as character accentuations, aggression questionnaire, questionnaire of ways to master difficult life situations, the scale of hopelessness, it is determined which psychological features provoke the formation of deviant behavior in adolescents with learning difficulties. These are the presence of certain accentuations of character, the level of aggression above average and the methods that the teenager uses to master a difficult life situation.

Prospects for further development are to develop a socio-psychological program of socio-psychological training to prevent the formation of adolescents with learning difficulties deviant behavior, built on personal change through positive socio-psychological indicators and on the principles of system-dynamic approach (unity, connectivity, hierarchy, functionality, development).

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