

**PREVENTION AND ELIMINATION OF BEHAVIOR MEASURES OF  
PSYCHOLOGICAL EFFECTS**

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***Annotation. An individual's deviant behavior is governed and controlled by various social institutions. In particular, public influence can be in the nature of legal laws, medical intervention, pedagogical influence, social support and psychological assistance. Behavioral disorders are complex in nature, and their prevention and elimination requires a well-organized system of socio-psychological influences.***

***Keywords: neuropsychiatric disorders, rehabilitation, awareness, deviant behavior, youth subculture, complexity, targeting, publicity, alternative deviant behavior.***

Psychological assistance in the prevention of behavioral deviation plays a leading and primary role as one of the stages of the system in which it is carried out and is distinguished by its humanistic orientation. This includes taking into account the principles of psychological work, such as confidentiality, voluntariness and personal interest, acceptance by a person of responsibility for his own life, mutual trust, support, respect for the individual and individuality.

Also, due to the specificity of deviant behavior, the following principles of psychoprophylactic work can be distinguished: - Integrity (family and individual, the organization of influence on different levels of social existence); - addressability (taking into account age, gender and social characteristics);

- formation of mass (primary form of group work) psychology; - ensuring the positive information; - minimization of negative consequences; - increase the personal interests and responsibilities of participants; - ensuring the highest level of individual activity; - formation of a sense of aspiration for the future (assessment of moral consequences, updating of creative values and goals).

Psychological support in the prevention of behavioral deviations requires two leading directions. These are psychological prevention (warning, psychoprophylaxis) and psychological intervention (elimination, correction, rehabilitation). Psychological diagnosis is not an independent direction of behavioral deviation prevention, but rather is part of the overall goal of behavioral deviation prevention.

Two main types of psychological help can be distinguished. Prevention of deviant behavior - primarily involves a system of general and special measures at different levels of social organization: national, legal, public, economic, medical, pedagogical, socio-psychological. The conditions for the success of the prevention of deviant behavior depend on its complexity, consistency, differentiation, timely implementation.

The next system of prevention of deviant behavior is especially important when working with an actively developing person, such as adolescents. The World Health Organization proposes to distinguish between primary, secondary, and tertiary manifestations of deviant behavior prevention. Primary prevention should be aimed at eliminating the unpleasant factors that cause a certain appearance, as well as increasing the individual's resistance to the influence of these factors.

Primary prevention can be widely practiced among adolescents.

The task of secondary prevention is early detection and rehabilitation of neuropsychiatric disorders and work with "at-risk" groups, such as adolescents with a predisposition to deviant

behavior, although this has not yet been demonstrated. Tertiary prevention addresses specific tasks, such as the treatment of neuropsychiatric disorders that accompany behavioral disorders.

Tertiary prevention should be aimed at preventing behavioral deviations in individuals with established deviant morals.

Psychoprophylactic work can be included in a set of measures of all three stages. It is therefore more effective in the form of the influence of conditions and causes that evoke behavioral deviations in the early stages of the problem.

There are different forms of psychoprophylactic work in legal psychology.

**The first form is to create an optimal social environment.** It is based on the environment in the formation of behavioral deviations

lies about the determinant effect. Social access is possible. The impact can be community-oriented. For example, forming a negative public opinion about deviant behavior. The object of such activities can be a family, a social group (school, class) or an individual.

Under this model, the prevention of addictive behavior should primarily include the socio-psychological impact on the formation of guidelines for a healthy lifestyle and awareness in adolescents. Media policy plays a special role in this. There are also special programs, in particular, performances of young people's favorite representatives, specially selected films - all of which are more effective than the events that are currently taking place.

Working with youth subcultures. It can be organized in the form of actions of the same name with the movement "Youth Against Drugs" or performances of mass rock bands. It is especially important to work with young people in places where they spend their free time and communicate. For example, mysterious people in masks may appear in discos. At the end of the evening, young people can learn from them about the experiences and tragic fates associated with losing loved ones from drugs.

Adolescent Work Event. It is also possible to organize such events on the streets. Through this, it is possible to train a juvenile captain to carry out appropriate work.

This approach can also be used to create conditions and conditions that do not involve unwanted behavior.

But it should be borne in mind that one of the main shortcomings of the model is the lack of a direct link between social factors and deviant behavior. Overall, this approach is one of the most effective methods.

**A secondary form of psychoprophylactic work is awareness.**

This is a more common form of psychoprophylactic work for us in the form of lectures, conversations, literature, or the distribution of videos and TV films. The essence of the approach is to try to influence the cognitive processes of the individual in order to increase his ability to make constructive decisions.

To do this, it is possible to make extensive use of information, usually confirmed by statistical data, for example, information about the harmful effects of drugs on health and the individual. Often the information is intimidating. It lists the negative consequences of drug use or highlights the dramatic fate of individuals with behavioral disorders, their personal degradation.

Such methods enhance knowledge on the issue and have a positive effect on behavior change. Self-awareness does not reduce the level of deviation. But keep in mind that in some cases,

on the contrary, an early acquaintance with the deviation may also arouse interest in it. Intimidation can also arouse cognitive-emotional curiosity that motivates this type of behavior.

In some cases, information is not provided in a timely manner: too late or too early.

For example, experience with adolescents has shown that conversations about drug-addicted behavior are more effective if they are conducted no later than 14 years of age. They should not consist of detailed coverage of drugs and their potent effects. Such conversations can be focused on discussing the consequences of deviant (deviant) behavior and ways to avoid it, developing an active personal perspective

The prospective development of this approach may help to avoid the predominance of frightening information, as well as the differentiation of information on gender, age, socio-economic characteristics.

**The third form of psychoprophylactic work is the active social training of the individual in socially important skills.** This model can often be implemented in the form of group trainings. Currently, the following forms of it are common.

Training to strengthen resilience to negative social influences. During the training, the guidelines for deviant behavior change, the ability to understand the advertising strategy is formed, and the ability to say "no" even when peers are under pressure develops. It informs parents and other adults (for example, alcoholics) about the possibility of adverse effects.

Emotional or affective is a valuable educational training. Behavioral training based on the assumption that behavioral deviation is directly related to emotional impairment.

Adolescents are taught to recognize emotions by expressing them in advance, to express them in an acceptable way, and to cope with stress effectively. During group psychological work, decision-making skills are formed, the level of self-esteem is raised, the process of self-determination and the development of positive values is stimulated.

Life skills training. Under the concept of life skills is understood the formation of some important social skills of the individual. First of all, it develops the skills of communication, maintaining friendly relations and positive resolution of interpersonal conflicts. It is also possible to develop in adolescents the ability to take responsibility, set goals, and defend their views and interests.

Finally, self-control develops a confident behavioral skill to change the situation in and around oneself. Therefore, this model is one of the most promising and effective ways to work with adolescents.

**The fourth form is the organization of alternative deviant behavioral activities.** This form of work is about the substitute effect of deviant behavior

associated with the formation of cross-sections. For example, addiction can play an important role in personal dynamics - increasing self-esteem or integrating the reference environment. According to psychological knowledge, people use mood-enhancing psychoactive substances until they get something better instead.

Alternative forms of activity were recognized as: knowledge (travel), self-examination (mountaineering, dangerous sports), significant communication, love, creative activity (including professional, religious-spiritual, sponsorship).

This form is implemented in almost all programs of assistance in the case of formed deviant behavior. The leading preventive task in family upbringing lies in the early upbringing of strong interests, the development of the ability to love and be loved, the formation of the ability to engage in self-employment and work.

Therefore, parents should not forget that they form the needs of the child through the involvement of the child in various activities - sports, art, education. If positive needs are not formed in adolescence, the person becomes vulnerable to negative needs and knowledge.

**The fifth form is the organization of a healthy lifestyle.** It consists of the formation of perceptions of personal responsibility for health, harmony with the world around them and their own

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organism. Psychological knowledge shows that a person's ability to achieve an acceptable state and successfully resist the adverse factors of the environment is especially valuable.

It includes a healthy lifestyle, healthy eating, regular physical activity, adherence to work and rest routines, communication with nature, the exclusion of excess. The effectiveness of such an approach is often based on environmental considerations and also depends significantly on the level of development of the society.

**The sixth form is the activation of personal opportunities.** Through this method, adolescents' active participation in sports, group communication and participation in personal growth, art therapy - all this, in turn, can achieve the activation of personal abilities that ensure the stability of individual activity, his health and susceptibility to external negative influences.

**The seventh form is to reduce the negative effects of deviant behavior.** It is used in cases of deviant behavior formed from this form of work. It focuses on the prevention of the stimulant or its negative consequences. For example, adolescents addicted to drugs can receive timely medical care, as well as the necessary knowledge about similar diseases and their treatment.

Similar forms and methods can also be used in different forms of psychoprophylactic work. The following forms of psychoprophylaxis can be distinguished by the method of work organization: individual, family, group work.

Various socio-psychological methods are used to prevent deviant behavior. Leading methods of psychoprophylactic work include: awareness, group discussions, training exercises, role-playing games, modeling of effective social ethics, psychotherapeutic methods.

Depending on the methods used, psychoprophylactic work can be done in the form of training, educational programs (e.g., special courses at school), psychological counseling, crisis support (hotlines), as well as borderline and neuropsychiatric disorders psychotherapy.

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