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ADDITIVE BEHAVIOR OF ORPHANS AND CHILDREN LEFT WITHOUT PARENTAL CARE AS A SPECIAL FORM OF DEVIATION

Abstract. The article characterizes additive behavior of orphans and children left without parental care as a special form of deviation, defines the essential aspects of the notions of “deviant behavior” and “additive behavior” and outlines the criteria of their manifestations. The problem of additive behavior is a social issue resulting in such negative aftereffects as conflict with the surrounding people and loss of working capacity. The author figures out that non-realization in real life brings about addictions of both psychological and physiological nature. And the methods and forms of addictive behavior may be varied and often have a pathological character. The article presents various approaches to classification of additive behavior, and singles out socio-psychological peculiarities of orphans and children left without parental care responsible for this type of behavior. The author outlines the methods of prevention of additive behavior connected, first of all, with overcoming individual problems of orphans and children left without parental care and targeted at decreasing the level of aggressiveness and anxiety, at formation of the habits of non-conflict behavior, self-regulation skills and development of adequate self-esteem. The part of the article about the experience of implementation of programs aimed at prevention of deviant behavior of pupils and training and support for foster families in the activity of budgetary institutions catering for orphans and children left without parental care is of special interest. In future, theoretical and methodological materials of the article may be used in prospective research of additive behavior of orphans and children left without parental care brought up in foster families.

Keywords: addictive behavior; deviant behavior; foster family; orphans; children left without parental care; kinds of addiction.

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The dynamic nature of socio-economic life brings about psycho-emotional tension. Children and teenagers losing the feeling of security and confidence in the future and experiencing stress and discomfort, try to get away from the problems of the present by resorting to the strategies of additive behavior (*hereinafter:* AB) [15; 20; 27; 28]. At present, there is an urgent need to carry out a deep analysis of the social and psycho-pedagogical aspects of the issues of AB of orphans and children left without parental care, and also those living in foster families. More than 100,000 children left without parental care are registered every year [21, p. 3]. The presence of children and teenagers with AB in foster families needs due reflection on the causes of AB and determination of the ways of its efficient prevention.

The aim of the given article is to determine the essential characteristics of the notions “deviant behavior” and “additive behavior”; to outline the criteria of their manifestations; to indicate the socio-psychological characteristics of orphans and children left without parental care causing the development of this kind of behavior; to

state the urgency of the problem of addictive behavior of orphans and children left without parental care in foster families. In future, the theoretical-methodological material of the article in its invariant characteristics will be used to investigate the problems of additive behavior of orphans and children left without parental care living in foster families.

Orphans and children left without parental care represent a most vulnerable category subject to socially negative interventions. Their socio-psychological specificity has been dealt with in the works by N. F. Divitsina (2005), N. N. Tolstykh, A. M. Prikhozhan (2005), I. F. Dement'eva (2003), N. K. Radina (2000), A. G. Ruzskaya, I. V. Dubrovina (1990) [11; 22; 10; 24; 23]. Many inmates of boarding schools demonstrate traces of negative aftereffects of staying and being brought up at boarding schools. This fact is highlighted by N. N. Tolstykh, A. M. Prikhozhan (2005), A. G. Tsebulevskaya (2003), L. I. Bozhovich (1986) [22; 3; 31]. The researchers define the socio-psychological characteristics of orphans determining the development of deviant behavior (I. F. Dement'eva (2003);

N. N. Tolstykh, A. M. Prikhozhan (2005); G. M. Sem'ya (2004), etc.) [10; 22; 25]. The necessity of prevention of deviant behavior is brought about by the presence of social and socio-pedagogical problems in the inmates of boarding schools, as well as by the absence of the relevant social experience [2; 26; 29]. The researchers have come to the opinion that that there are significant problems in regarding deviant behavior due to the difficulties of analysis of social and biological factors in the deviation genesis [7; 12].

The authors use the notion “deviant behavior” defined in dictionaries [19; 28] as, for example, in the Large Psychological Dictionary [4, p. 16] in the following way: “Deviant behavior (from Latin *deviare* – “turn aside”) is used to denote actions which do not conform to the officially established or traditional for the given society (social group) moral and legal norms and lead the violator (deviant) to isolation, treatment, correction or punishment.

As a rule, the following criteria are used to assess the manifestations of deviant behavior: non-conformity to what is considered normal in society, negative evaluation of actions, behavior or way of life from the point of view of other members of community, bringing real harm to the person himself and/or the surrounding people, presence of various manifestations of disadap-

tation, multiplicity, duration and stable reiteration of socially negative actions [12; 18; 21; 32]. The scholars have defined the psychological peculiarities of orphans and children left without parental care determining the possibility of development of deviant behavior: high anxiety, inadequate self-evaluation, destructive line of behavior in interpersonal communication, low level of self-regulation, self-management and self-control and high level of aggressiveness [21]. The creation of an optimal theoretically founded conception of prevention of deviant behavior in orphans and children left without parental care in boarding schools and foster families remains to be urgent.

We define the notion of “addictive behavior” in opposition to the notion of “deviant behavior”: “Addictive behavior is one of the forms of deviant (deviating) behavior which is caused by seeking to get away from the objective reality by way of unnatural change of psychological state through taking certain drugs or stable fixation of attention on some kinds of activity” [34].

“Addictive behavior” is also defined as a special kind of destructive behavior: “Addictive behavior (from *addiction* – persistent compulsive use of a substance known by the user to be harmful; Latin *addictus* – a debt slave) is a special kind of destructive behavior which is expressed in seeking to get away

from the objective reality by way of unnatural change of one's psychological state. Addiction is its synonym. The following kinds of addictions are singled out: 1) abuse of one or several drugs changing the mental state, for example: medications, narcotics, alcohol, various poisons; 2) gambling misuse and computer gaming abuse; 3) sexual addictive behavior; 4) starving and gluttony; 5) "workaholism"; 6) prolonged listening to music based on rhythms. The development of addiction is accompanied by reduction of interpersonal emotional interaction. In the narrow sense, addictive behavior is limited to one kind of addiction only" [4].

The problem of additive behavior is studied by specialists from various fields. Thus, in medicine, AB is widely understood as misuse of drugs that change the psychological state [17]. In recent years, the notion of "additive behavior" has been expanded due to emergence of new forms of addiction not associated with drug misuse. In psychology, AB is defined as a variant of destructive behavior connected with seeking to get away from reality by way of unnatural change of one's psychological state through taking certain drugs or constant fixation of attention on some objects or kinds of activity which is accompanied by development of intensive emotions [15]. The given interpretation of the notion of "additive behavior" is

actively used in special literature and dissertations; the terms "addiktivnoe povedenie", "addiksiya", "zavisimoe povedenie", "zavisimost" are used as synonyms [10; 14; 21; 28]. Addictive behavior is a social problem as well, because in its marked form, it leads to the loss of working capacity, escape from reality, and growing isolation from other people. Addiction becomes a way of getting away from real life and brings about severe dependencies of both psychological and physiological nature.

The typology of AB is versatile. As a rule, the kind of addictive agent becomes the basic criterion of typology. Chemical dependency is also frequent; it consists in misuse of drugs changing the mental activity of the person (psychoactive drugs – PAD) [8; 27]. Special attention is paid to non-chemical dependencies [9]. The first classification of non-chemical dependencies was suggested by Ts. P. Korolenko [14]. He included in it gambling, relationships addiction, sexual and love addictions, avoidance, workaholism, money spending, and urgency addictions. Other non-chemical dependencies have also been described: computer addiction, internet-addiction, sms-addiction [1; 5; 28].

Scientific literature on the AB problems describes characteristic features and criteria of addiction. As a rule, the authors dwell on the follow-

ing universal components of AB: atypicality, tolerance increase, euphoria, overevaluation, conflict with the surrounding people and with himself, rejection symptoms and relapse [28, p. 17].

Special literature determines the motivation of the person prone to AB – this is irresistible desire to change of one’s mental state which is considered to be “dull”. The psychophysiological essence of additive behavior of orphans and children left without parental care consists in inability to control one’s psycho-emotional tone. Such children restore their psychological comfort via choosing unnatural change of their psychological state.

The scholars stress the destructive nature of the forms of AB [8; 14]. The addicted persons avoid communication, stop enriching their life experience, and limit their potential, which leads to personal degradation.

At the present stage, while considering the phenomenon of additive behavior, priority is given to the complex bio-psycho-social model of additive behavior [28, p. 19]. We believe that AB should be regarded in the culturological, social, legal, psychological and medico-biological aspects.

There are many conceptions of addictions. The majority of them have been worked out in relation to chemical dependency [17; 27]. Our analysis of the literature has shown

that the traditional causes of AB in psychology include the following: personal development disorders [17], impact of socio-cultural peculiarities [20], way of life of the family and family relations [33], marked manifestation of the adolescent crisis [35], and personality deformation as a result of violated social interaction with peers and adults [13].

It is believed that the problem of addiction is mostly connected with teenagers. According to some researchers, the age factor does not determine addiction; others believe that adolescence is one of the risk factors of AB [16; 17; 27]. The following typical features of adolescence provoking addiction are identified: high egocentrism, propensity for protest and struggle against authority, attraction to the unknown, seeking independence and break from family, immaturity of moral convictions, tendency to exaggerate the complexity of problems, painful response to changes in puberty, low stress resistance alongside numerous causes of stress emergence [28, p. 24—25].

Orphans and children left without parental care, having many features in common, often demonstrate different models of behavior, which, undoubtedly, is connected with the individual traits of a concrete personality [17; 20; 30; 33]. In this case, the role of the foster family in translation of moral values, assis-

tance in social adaptation, facilitation of the personal growth of the children adopted in the family radically increases. Nevertheless it is necessary to note that while translating the personal views and beliefs, the family does not always manage to help the orphans and children left without parental care to obtain the experience needed to solve real problems.

Realization of special programs makes it possible to resolve the existing contradictions in the solution of the problems of the foster family and the adopted children, to form the conditions optimal for the development of the family and for the child's upbringing, and to prevent problem situations, specifically those connected with addictive behavior.

The Budgetary Institution of Khanty-Mansi Autonomous Okrug — Yugra “Center for Support of Children Left without Parental Care *Aistenok*” realizes the program “Ethnic Tourism – Positive World Perception”. Ethnic tourism facilitates acquaintance of the pupils with historical, cultural and other sights of Yugra. The program allows realization of the ethnic tourism potential within the frames of humanitarian knowledge, specifically in the aspect of the culturological approach shaping the culture of children and teenagers.

The problems of additive behavior of orphans and children left without

parental care actualize the need to create the conditions for realization of cognitive interests. Ethnic tourism functions as a means of realization of these interests and formation of the pupils' culture. The main goals of the Program consist in creation in orphans and children left without parental care of active behavioral motivation towards their self-positioning in society; improvement of effectiveness of AB prevention; socialization of the children through ethnic tourism; fostering love for the land of Yugra, its people and their traditions; provision of favorable and comfortable conditions for the organization of spare time, recreation and rest; formation of the skills of effective communication; and formation of positive world perception and tolerance.

The first stage of the Program realization (2017) will cover events connected with methodological support of the technology: concluding cooperation agreements with institutions engaged in tourism and recreation services on the territory of Nizhnevartovsk District (Nizhnevartovsk Local History Museum named after T. D. Shuvaev, Var'egan Ethnographic Countryside Park-Museum, Nizhnevartovsk District; Anna Kazankina project “Bear Pine Forest on the Agan River”, etc.); selection (design) of tourist routes with relation to the age and interests of the pupils, collection of information about the sights of

Nizhnevartovsk District, and selection and systematization of traditional folklore festivals, crafts and games of the indigenous peoples of the North.

At the second (main) stage (2017-2018), we plan to realize the Program along the following lines: cognitive, sport-cultural and decorative-applied development. The following events will be held within these frameworks: sightseeing excursions organized by the institution staff and professional guides; educational events during the city and district festivities (interactive lessons, local history contests and competitions, etc.); sports events facilitating popularization of the national sports of the indigenous peoples of the North, etc.; master-classes in making national souvenirs, dishes, elements of clothes; annual national holidays “The Day of the Deer Breeder”, “Gray Crow Arrival”, “Oblasa Festival”, “Tea at the Fireplace” dedicated to the International Museum Day.

At the third stage (2019) we are going to figure out the effectiveness of these events, carry out monitoring of the Program effectiveness on the whole and make analytical evaluation of the qualitative and quantitative changes.

Alongside the task of socialization of orphans and children left without parental care, the implementation of the program “Ethnic Tourism – Positive World Perception” allows us to solve the problem

of gradual involvement of the pupils into excursions, tourism and local history activity; facilitates acquaintance with historical, cultural, natural and other sights of the native land, forms the feelings of public spirit, patriotism and pride for one’s own history and culture and fosters love for the land of Yugra.

The realization of the program “Ethnic Tourism – Positive World Perception” facilitates socialization and activation of the personal resources of orphans and children left without parental care and opens up new horizons for interaction with such children.

The specialists of our institution have also worked out and are realizing the Program of facilitating family placement of orphans and children left without parental care for the years 2014-2017. This Program represents a practical instrument of preparation of the persons wishing to adopt a child left without parental care and further support for foster families. The Program is expected to yield the following results: increase of the number of children placed in foster families; increase of the number of potential and acting foster parents who have taken the course of special training; increase of the number of potential and acting foster parents with a high level of special (tutoring) parent competences; increase of the number of foster families included in the service within the frameworks of the

agreement; and increase of the number of foster parent candidates who have passed complex evaluation.

Prevention of additive behavior of orphans and children left without parental care facilitates overcoming their individual problems and makes it possible to work out an effective strategy of addressing problematic living situations.

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