Diagnostic possibilities of motivation and semantic formations in prevention of deviant behavior

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The study of internal variables, such as needs and inclinations, suggests which behavior will be more likely to be chosen than the situation. We seek to raise the question of the relationship of internal personality variables and deviant behavior, implemented by man. The category of propensity, in our opinion, allows us to speak about a greater probability of choosing precisely deviating behavior in a situation that provokes such alternative.

The research objective consists of opportunities check of features diagnostics of the valuable and semantic sphere for students tendency determination to different types realization of asocial behavior. We assume that there is a connection between motivational and semantic structures and there is a tendency to certain types of deviant behavior.

Due to insufficient theoretical differentiation of concepts that are included in deviant behavior, the determination of the propensity for asocial, abnormal behavior becomes even more difficult. We propose to use the expression of some individual needs (dominance, achievement, cognition, interrelation with others) as diagnostic criteria that allow to draw attention to the formed, distorted motivational-semantic sphere incorrectly from the position of social approval. The following empirical hypotheses specify the purpose of the study.

1. Students with the high level of need for achievement, satisfaction of the need for achievement, with the high level of need for knowledge and with the positive relation to the doctrine are less inclined to any kinds of deviant behavior.

2. Students with the high level of need for domination over others and the low level of need for relationship are more inclined to aggressive behavior.

3. Students with the high level of need satisfaction for relationship are less inclined to addictive behavior.

4. Girls show more expressed tendency to overcoming norms and rules, than young men.

We used techniques of "TDB" (the author – A.N. Oryol) and "Motivational and semantic formations in structure of a personality" (authors: B.A. Sosnovskiy and Yu.M. Orlov, further – MSF).

On a sex significant differences between expressiveness of tendency to overcoming norms and rules of men and women (with significance value = 0.01) and between expressiveness of tendency to delinquent behavior at young men and girls (are revealed at significance value = 0.05). Girls show higher level of tendency to the designated behavior types.

The results of the empirical research suggest that the tendencies towards various types of deviant behavior - as a factor contributing to the probabilistic choice of a behavior certain stereotype - are closely related to the motivational-semantic formations of the student's personality. Most of the respondents found a high-level propensity for at least one of the studied types of deviant behavior, which confirms the relevance of the issue detailed analysis.

You can talk about the relationship between all types of propensities for deviating behavior (indicated in the method of "TDB") and the need for achievement, as well as

satisfaction with achievement and attitude to learning. We conclude that students with a pronounced attitude toward effectiveness and success are less inclined to overcome norms and rules, to hostile behavior, to use psychoactive substances, to illegal behavior, to auto-aggression. Students with undeveloped perseverance in achieving the goal show a pronounced tendency to violate the traditions and prescriptions existing in the group, society and the state, to demonstrate tough methods in defending their interests, to be rigid and patterned behavior, to show self-destructive tendencies and greater conformity in the form of non-critical appropriation of fashionable tendencies as personally significant, to delinquent behavior. It is safe to say that the propensity for any kind of deviant behavior is associated with the lack of a positive attitude towards learning; the need for achievement and affiliation with different types of propensities

have an oppositely directed relationship, and the need for dominance is unidirectional. Accordingly, the tendency to implement aggressive impulses will be more likely to be realized in the specific behavior of students seeking leadership, self-affirmation in a group. And it will probably be smoothed out and remain in an unrealized, potential state if they strive to establish close relationships with the group, focused on a high level of personal achievements and the effectiveness of their actions.

The results of the study confirm the importance of not only research work on the issue of deviating behavior in the student environment, but also preventive activities due to the identified links with the motivational and semantic sphere of an emerging personality and attitude to the learning process itself.