

LEGAL SELF-IMPROVEMENT OF JUVENILE OFFENDERS AND ITS PEDAGOGICAL AND LEGAL SUPERVISION IN ISOLATION FROM SOCIETY

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The relevance of the investigated problem is caused by the need to study the legal and pedagogical means of juvenile offenders' education in isolation from society with the view of creating in a juvenile detention facility, correctional establishments a favorable atmosphere for youths' legal self-improvement and formation of their attitude to law. In this regard, this article aims to define the causes of detainee's unwillingness to pursue his legal self-improvement, self-identification of his potential, personal self-fulfillment and self-regulation in social and legal sphere. Apart from this, the article also addresses various means how to overcome the stated problem, which includes among its means a highly-qualified pedagogical and legal supervision of detainees' efforts to improve their social and legal skills and attitude to law. The leading approach used in the survey of the problem is the conceptual understanding how to build up juveniles' adherence to law in a juvenile detention facility which stands out as a pedagogical and legal component of the process of juveniles' legal socialization and implies purposeful actions of pedagogical staff and staff of correctional establishments to create conditions for the development of juveniles' attitude to law. The article presents an author's approach to the organization of building up juveniles' adherence to law, including correctional programme as well, of this category of juveniles, paying due consideration to each detainee's personal characteristics and abilities to develop and which is based on the formation of legal self-improvement skills. There are stated possible positive changes in attitude to law as a result of the use of stimulating means of self-consciousness development and self-management of juveniles in isolation from the society, the role of the factor of pupil's own efforts in his becoming the subject of legal self-improvement. Information, provided in the article, is of practical value for the staff of juvenile detention centers of penal system, teachers, psychologists, lawyers and other experts working with juvenile offenders.

Keywords: legal self-improvement of juveniles, attitude to law, juvenile offenders, building up of juveniles' adherence to law, correctional establishments.

INTRODUCTION

Captivity of juvenile offenders in juvenile detention centers is not just a measure of punishment for the committed actions, but it pursues the goal of their social-legal resocialization by means of restoration of their social status, upgrading their

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educational level, support in learning of trade, formation of social legal activity, adequate system of values and interests.

In conditions of living under custodial supervision social legal improvement of juveniles goes involuntarily which encourages the origin of instability in performance and strengthening of legal attitudes, feelings, values, behavioral reactions. In addition, unlawful behavior, associated primarily with various expressions of violence, is not excluded (Kazberov, 2013).

The practice of juvenile detention centers and our studies indicate that period of adaptation to new conditions exerts a significant influence on juveniles, who find themselves in isolation from the society, appear to be in unfamiliar uncomfortable conditions. Herewith, the current process of personal socialization is interrupted, various consequences both positive and negative take place in the juveniles perception (Sapogov, 2016; Leshhenko, 2015).

In the continuing process of juveniles' socialization in isolation from society all participants of social legal relations are significant, including persons who are temporarily present in institutions. However, in juvenile detention facilities due to the presence of instinctive features of social legal status of juvenile offenders their socialization acquires specific forms.

Presence in the conditions of isolation from the society is a rather difficult process affecting all sides of juvenile's life activities, creating a great number of public relations. Due to their specific status pupils of juvenile detention facilities acquire or lose some rights and duties, its realization and performance can take various forms.

Far from every juvenile offender is capable of adapting to the conditions of isolation from the society as a specific stable penal sociocultural environment (Semke, Didenko & Aksenov, 2009). Penal psychologists point out that incomplete inadequate personal self-identification in a new sociocultural environment encourages the process of personal marginalization (Kiriluk, 2007).

Captivity forces a juvenile into self-assessment. Inability of a detainee of a correctional establishment to define the short term goals and long term goals, his/her critical role and position in society results in his marginalization.

Juvenile marginalization manifests itself in his inability to adapt himself to new social conditions due to various reasons. For instance, denial of cultural, moral and other social norms can cause his disorientation in socially accepted values, hamper juvenile's self-development, stimulate criminal behavior (Pisarev, 2016). Eventually, it results in the destruction of usual real connections, moulds the inclination of a pupil of juvenile detention facility to move along the way of less resistance, in the formation of social isolation, loneliness of a juvenile.

The current legislation names legal education among the basic trends of work with juvenile offenders in the conditions of isolation from society. The legal education has its own specific nature as it goes on in a closed environment, separated from many vital for teen- and adolescent-age social and legal relations.

METHODOLOGICAL FRAMEWORK

The leading approach used in the survey of the problem is the conceptual understanding how to build up juveniles' adherence to law in isolation from society, which stands out as a pedagogical component of the process of juveniles' legal socialization and implies purposeful actions of pedagogical staff to create conditions for the development of juveniles' attitude to law. These conditions can be created by means of getting juveniles of detention facilities involved in realization of social and legal projects which will enable to engage every juvenile with a collaborative work in level with juvenile's capacities with a teacher so that it will stimulate his social and legal activity. The success of the process of legal socialization of a juvenile in isolation from society greatly depends on self-realization and self-improvement of detainees in the process of social and legal interaction in correctional establishments. The following methods of survey have been applied in the research: systematization and summary of facts and concepts of upbringing, socialization, resocialization and rehabilitative work with juvenile offenders in isolation from community; method of expert judgment; quality and quantitative analysis of juvenile offenders' attitude to law and conditions of its formation; hypothesizing; development of models and technologies of building up juveniles' adherence to law; scheming of the results of building up juveniles' adherence to law in isolation from society; studies and summary of the experience of the management of building up juveniles' adherence to law in juvenile detention facilities.

RESULTS

The impact of social isolation on self-improvement of juvenile offenders

Recent studies verify the finding that cases of committing unlawful acts by juveniles testify mostly of problems in their adherence to law and socialization and not of their criminal inclinations (Idobaeva, 2015; Leshhenko, 2016). Admission of juvenile delinquents into detention facilities pursue the goals of their correction by means of upbringing and training, and also prevention of new delinquencies committed by juveniles. Undoubtedly, isolation from society is an enforcement measure with a disciplinary effect and consequently the work of correctional establishments of state penal system must be considered in the frame of realizing the concept of providing maximum support to juvenile's welfare as the stated measure is aimed at resocialization and readaptation of juvenile offenders.

Being under the total control of the detention facility staff, detainees however need some autonomy, independence as there happens a natural process of their growing up and, consequently, there need to be conditions to develop abilities and skills to think individually, to make decision in one's own discretion, to regulate oneself and to control oneself, particularly, in the sphere of law.

Autonomy and independence, being typical for grown-ups, often give rise to contradictions and ambivalence (Sirota & Yaltonsky, 2007). Going through the process of emancipation and being in want of autonomy, a juvenile needs close and trust relationships at the same time and if he lacks the last ones being in isolation from society it will result in his alienation (social withdrawal). One of the leading mechanisms of addiction among detainees of juvenile detention facilities is a mechanism of avoiding the problems which they face and a high intensity of coping strategy of avoidance (Sirota & Yaltonsky, 2004).

The process of making a decision individually by a juvenile in isolation from society is often affected by an evident psychological pressure of detainees of anti-social orientation. And those of the detainees, who are not capable of making decisions individually, can be unable to control their actions to the full extent under psychological pressure (Kudryavtsev, 1988).

Lack of space, typical for detention facilities, leads to the rise of juveniles' social inactivity (Altman, 1975), reduces physical activity and desire to be engaged with constructive types of activities, intensifies the sense of privacy, stimulates the desire to seclude oneself (Night, 1981). Captivity in a detention facility forces juveniles to use forms of adaptation, which will limit undesirable communication, such as defensive passive behavior, reserved and superficial demeanor. Juvenile's deprivation of an opportunity to control the environment for a long time results in the formation of a sense of his helplessness, lack of wish to do anything to solve vitally important tasks that require him to be active, creation and strengthening of destructive behavioral stereotypes, forms depressed alternatives of response.

Juveniles in isolation from society can demonstrate "learned helplessness" (Seligman, Martin, 1992) as a state of uncontrollability of the surroundings, when a detainee thinks that he can't control anything that happens to him and he can do nothing to change it.

In isolation from society due to combination of social and other types of deprivation, inadequate measures taken by teachers, personal development which is characteristic for teen-age juvenile offenders can form deficiency attitude to law and demonstrate various forms of deviant behavior (Sapogov, 2016b). These phenomena are caused by definite circumstances, common for the organization of the educational process in correctional establishments, as well as sensory deprivation (a serious deficit of educational environment in these conditions due to the dramatic decrease in brightness and variety of impressions), emotional deprivation (insufficient emotional intensity of interaction with personnel) and social deprivation (limited communication with community). It should be noted that social deprivation refers to a number of negative social environmental factors and irrespective of age produces a negative impact on juvenile's development.

Pedagogical and legal support of self-improvement of detainees from juvenile detention facilities

Admission of a juvenile into a correctional establishment is a process, which defines for him a new frame of life, training and upbringing, where he is to become self-sufficient, to adapt to a new social surrounding and to make social contacts. All these factors demand from the personnel a definite style of behavior aimed at providing a favorable atmosphere for juveniles' legal self-improvement by means of a friendly, equal and respectful communication.

To provide pedagogical and legal support of detainees in isolation from society the personnel of the establishment must be formed of non-judge mental staff, ready to provide help to children in their individual choice (moral, civil, professional), in existential self-identification, in determining obstructions (hardships, problems) in self-realization in educational, communicative, creative and other activities (Idobaeva, 2015).

Professional competence, individual and psychological characteristics of teachers, psychologists and lawyers and other specialists working with juvenile offenders are of great importance for the effective management of the process of resocialization of detainees and are closely connected with the juveniles' development of necessary psychological characteristics, social and legal knowledge, skills, abilities. All these factors will make the process of social adaptation possible and won't turn juveniles into outlaws, so they will become full-fledged, active and creative subjects of legal relationships.

The surveys, devoted to the organization of educational system of juvenile correctional establishments, indicate that pedagogical staff with a high level of professional development compared with pedagogical staff with a low level of professional development is characterized by a humanitarian personality orientation and considers humanitarian values as the applied ones. This will result in correlation of meaningful system of values with the real behavior and combination of pedagogical principles of an educational establishment and the regime of a correctional establishment in their work (Idobaeva, 2015).

Analyzing modern standards of education, we observe the shift of emphasis from pedagogical supervision into the sphere of providing necessary conditions for self-development of learners in contrast with guidance of child's development. The thematic scope of pedagogical studies during recent years recognizes the stated educational guidelines which indicate to seek technologies to improve personal self-development motives, means of personal self-development and pedagogical methods to support the process of education in general (Kulikova, 2005; Stepanova, 2003).

Speaking of the purpose of the process of building up of legal adherence to law in the aspect of its impact on social and legal improvement of a detainee of a juvenile detention facility, one should indicate the relevance of creating conditions

for juvenile's legal self-improvement and attitude to law in the establishment, for socialization and developing personality of the growing human being, for his self-realization, and also for the work of teachers and other professionals, who do all their best to improve the process of building up of legal adherence to law.

While living child's development gradually transforms into self-development due to the development of self-consciousness and self-regulation, and a juvenile as an object of development turns into a subject of the development. However, due to the fact that the factor of personal efforts is of crucial importance here, alas, this process possibly won't happen.

A juvenile in his self-development realizes himself as a subject of this process to the maximum only when he realizes such functions as: understanding of perspectives of the development, selection of a group of development alternatives, selection from possible alternatives goals of development with the image of desirable future, selection and organization of the system of activities, which will make it possible to reach the goals of development, creation of the developing environment, assessment, control and correction of the route of development (Shukina, 2015). The example of self-development is provided in the source of spiritual improvement of a human being in the evangelic parable of the prodigal son.

The process when a child becomes a subject of legal self-improvement requires pedagogical supervision of forming his subject experience of legal self-improvement as spontaneous legal self-improvement does not often result in meaningful results.

In the analysis of the existing in science ideas of self-improvement (Kulikova, 2005; Maralov, 2004) one should pay attention to such a serious aspect as targeting the process of legal self-improvement of juvenile offenders which in isolation from society can not only have positive vector for the society, but cause negative and unpredictable consequences for personal development. This process can be assessed both as positive and negative by teachers and other detainees. There comes up an inherent question about the objectiveness of the assessment of the ongoing changes both from the point of view of a juvenile and from the point of view of the third party.

For this category of juveniles legal self-improvement is of great value not just by itself, but in the way in which it encourages changes in the direction of the stated by them purpose, for instance, winning of the respect among detainees and the personnel of the establishment.

Pedagogical and legal supervision of detainees of correctional establishments in the process of formation and enrichment of their experience of legal self-improvement as subjects of the process in the positive for the society dimension includes: stimulation of juveniles' motives to pursue self-improvement in the stated sphere, formation of their wants; support of a child in acquiring and use of knowledge, abilities and skills of planning, organization and analysis of activities to develop himself as a participant of social and legal life of society; support of

teenager's efforts to develop his character, abilities, processes of self-regulation of legally meaningful behavior; formation of moral aspect of the process of social and legal self-improvement of a detainee; creation conditions in the establishment for development and demonstration of the initiative, self-management skills, support of the self-determining social and legal activities of a detainee; consideration of legal affirmations, value orientations and subjective demonstrations of a juvenile.

Pedagogical and legal supervision of a detainee in captivity must include activities to stimulate his wish to form his attitude to law, which generally means a combination of juvenile's ideas about himself as of a participant of legal phenomena.

The process of formation and enrichment of juveniles' personal experience, effectiveness of their pedagogical and legal supervision in captivity may happen to be under negative influence of the following factors: the absence of trained personnel, who have skills of pedagogical and legal supervision; a low motivation of the staff to carry out the supervision; the absence of detainees' motivation to develop attitude to law; detainees' insufficient skills to get personal experience of legal self-improvement.

The structure and contents of the mechanism of forming juvenile offenders' positive attitude to law in isolation from society

In captivity the process of forming of views, life attitudes, typical motives of behavior, characteristic for the teen-age, still continues. The detainee's follow-up behavior in legal sphere largely depends on what understanding of law and attitude to law are formed in this period of personal growth.

The necessity to develop concept-based plan of building up juvenile's adherence to law in isolation from society is determined by the importance of this process for the development of attitude to law and readaptation of every juvenile delinquent, by gained experience of effective activities, aimed at building up adherence to law. And this is determined at the same time by the presence of serious problems in the building up of these children's adherence to law which were caused by changes in social and legal life of the community, changes of the system of values in public attitude to law.

The process of building up of legal adherence to law doesn't cover all possible influences of social and legal environment on detainees of juvenile detention facilities and, consequently, it just encourages their legal socialization which is a strategic aim of the activities of teachers and other personnel. The success of the process of building up adherence to law depends on, firstly, detainees' participation in real social and legal relationships; secondly, their self-realization in social and legal sphere, for which the following is of great importance: goal understanding and the importance of activity for legal self-improvement, precise and clear perspectives (short-term and long-term) in the activity with a detainee as a participant (Rozhkov & Baiborodova, 2000).

The building up of adherence to law aimed at providing conditions for forming attitude to law of detainees in isolation from society may be based on the following principles: social adequacy of teaching process (presupposes formation of predictive readiness of juveniles to realize actual life tasks in changing legal environment, coping strategies of searching social support, where they achieve rapport with significant close people); individualization of the track of legal self-improvement of each detainee (Stepanov & Luzina, 2003); social toughening up (presupposes inclusion of detainees in social and legal situations, which require some volitional effort to overcome the negative social influence, projecting the alternatives of their behavior in difficult legal cases).

In order to realize these principles correctional establishments will need to use such methods of building up legal adherence, which will focus their attention on a detainee, first of all, and his subjective reality (the way he reflects interaction with social and legal reality) (Elkonin, 2001). It's necessary to point out that methods of building up of legal adherence to law, which will encourage the growth of self-esteem or which, at least, don't produce a negative impact on teenager's self-esteem, won't become "imposed from outside", but become teenager's choice, which will raise the effectiveness of detainees' legal self-improvement.

In this regard the project work, done by juveniles in captivity, holds great opportunities as it is organized by a teacher or by another specialist and it implies individual performance of actions by teenagers, providing them with a certain autonomy while they are taking decisions and responsibility for their choice and result of their activities connected with creation and follow-up realization of a social and legal project.

The important feature of the system of performing social and legal projects in juvenile detention centers is an opportunity to engage every detainee with adequate for him common work with a teacher, that will stimulate his legal self-improvement. The use of a project method will demand from the personnel of a correctional establishment complex individual supervision and constant monitoring of essential life competencies of every detainee in all stages of work in realization of developed projects (Sapogov, 2016c).

The structural elements of the mechanism of forming juvenile offenders' positive attitude to law in isolation from society are: personal social and legal experience of a detainee, based on positive personal legal beliefs, affirmations, orientations, which creates his positive inclination towards particular legal behavior; self-control and inner self-regulation of a juvenile; awareness of human values and making decisions in legal cases consistent with them; developed skills of critical thinking, communicative competence and value-conscious attitude to norms and rules, accepted in the correctional establishment and community.

DISCUSSIONS

The problems of self-improvement and self-cognition of a personality, including juveniles, have been thoroughly studied by L.N. Kulikova (2005), V.G. Maralov (2004), V.E. Stepanova (2003), M.A. Shukina (2015), B.D. Elkonin (2001). Pedagogical support of legal socialization, resocialization and rehabilitative work with juvenile offenders in isolation from society are defined in scientific works of T.D. Bitsiev (2002), I.A. Nevsky (2005), A.A. Panova (2006), O.B. Panova (2013), A.F. Parashenko (2005). The personal attitude to law in the aspect of studying structural elements of individual's attitude to law is studied by A.F. Baikov (2006). The surveys, made by S.I. Gadgieva (2009), A.A. Tsakhaeva (2009), are devoted to the study of the mechanism of forming juveniles' attitude to law. However, there are only few scientific works, devoted to the problem of legal self-improvement of juvenile offenders in isolation from society and its pedagogical and legal supervision, and they are of polemical character.

CONCLUSION

It is stated that in isolation from society as a result of combination of social and other types of deprivation, inadequateness of pressure on the part of teachers, natural for teen-age personal growth of juvenile offenders can form deficiency attitude to law and demonstrate antisocial behavior.

Secluded, unchangeable social environment of a juvenile detention facility is not an impulse to develop new, more mature coping strategies, to change some forms of behavior into others, it doesn't stimulate a juvenile to seek and enrich his adaptation resources with new ways of socialization. Return to the society often becomes a hard life situation and juveniles instead of seeking help and support strive to seclude, cut themselves off society.

Self-improvement of a detainee of a correctional establishment can become an instrument of proper self-improvement in formation of his social and legal competencies. Creation of favorable atmosphere for legal self-improvement of detainees implies qualified pedagogical and legal supervision and interpersonal interaction in the system of detainee-personnel (a teacher, a psychologist, a lawyer or another specialist).

Juvenile offenders' attitude to law serves as a constantly developing adaptation of developed earlier elements of juveniles' attitude to law to social and legal conditions of captivity.

Undoubtedly, practical readiness of a detainee of a juvenile detention facility for legal self-improvement is a complicated construction, which consists of various in content components, in particular, readiness for self-determination of their potential, self-realization, self-regulation in social and legal sphere.

Resolving the contradiction of balance between isolation and social openness of a correctional establishment, the project technology assumes to create conditions

for a wide range of social tries of detainees in relatively secluded social and legal environment and stimulation of detainees' motives to develop attitude to law.

Information of the article may be useful in its practical aspect to the staff and heads of juvenile detention facilities, juvenile correctional facilities in the process of building up of adherence to law and upgrading the qualification and retraining of the personnel; to educational establishments, which carry out training on the main educational programmes, connected with pedagogy and jurisprudence.

In compliance with the results of this study one can single out a number of scientific problems and perspective lines of surveys, which require further consideration: extension and development of some statements, provided in the article, connected with the development of the mechanism of monitoring of detainee's readiness for legal self-improvement; psychological, pedagogical and legal aspects of the use of enforcement corrective actions to build up adherence to law; technologies and criteria of effective correctional building up of adherence to law with regard to creation of a favorable environment for legal self-improvement of juvenile offenders in captivity.

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