

## Particular Aspects of Pedagogical Rehabilitation of Deviant Teenagers by Hip-Hop Culture Means

**Svetlana V. Karkina\***

Kazan Federal University, Kremliovskaya str, 18, 420008, Kazan, Russia

**Ilmira F. Kamalova**

Kazan Federal University, Kremliovskaya str, 18, 420008, Kazan, Russia

**Damira M. Gajnetdin**

Kazan Federal University, Kremliovskaya str, 18, 420008, Kazan, Russia

**Akbota E. Turumbetova**

Kazakh national University of Arts, Russia

### Abstract

Deviations of children behavior is now significantly important and is associated with the system-wide society crisis. The distortion of cultural and spiritual foundations, the decline of social regulation, and unfavorable social trends affect adolescents. Due to an uncontrolled increase in various social pathology forms (drug addiction, prostitution, and alcoholism), and low number of standards of moral relations, there is a need to investigate the rehabilitation features of the individual deviant behavior which can be solved through effective works by teachers, psychologists and sociologists. Modern information about the problem of individual deviant behavior is presented in various fields of science: medicine, psychology, pedagogy, sociology, and law. According to the medicine, the deviant behavior includes actions, gestures committed in forms of neuropsychiatric pathology. Clinical approach studies the psychopathological nature of deviance. Psychologists focus on the intrapersonal nature of this phenomenon (Akbarova, 2015). Sociology, in the subsection deviantology, studies this problem according to individual social deviations (Akkuzova *et al.*, 2018). Modern "encyclopedia of criminology and deviant behavior" treats the deviance as a violation of human rights (Becker, 1966). Pedagogy characterizes the deviant behavior as a negative deviation in the human behavior contrary to accepted legal and moral norms in the society. All presented approaches naturally complement each other. The present scientific paper presented results of theoretical research and aimed study features of pedagogical rehabilitation in teenagers with deviant behavior by means of the hip-hop culture. Analysis of results revealed a significant educational potential of hip-hop culture in working with deviant teenagers. Hip-hop, as an influential youth culture, has a great impact on teenagers' inner world helping them to overcome the inner disharmony and adopt universal values.

**Keywords:** Teenagers; Pedagogical rehabilitation; Deviant behavior; Hip-hop culture; Art; Dance.



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### 1. Introduction

The French sociologist and philosopher, (Bryant, 2001) was one of the first researchers who gave a scientific explanation for the deviation. According to the scientist, anomie is the main cause of deviation, and it means the lack of regulation. This is a state of social disorganization when values, norms, social relations are either absent or unstable (Chibisova, 2010).

American sociologist, T. Becker, proposed a classification of deviant behavior in the 1960s: primary behavior: It corresponds to cultural norms and secondary causing significant damage to social relations in society. Secondary deviation: A scientist classified on type of breaking rules: offense (delinquent behavior) and the deviation in the sphere of public morality.

According to psychologists' work, the deviant behavior contradicts legal or moral norms in the society as the result of unfavorable social development and socialization disorders that occur at different age stages (Durkheim, 2007).

Factors, which cause the individual deviant behavior and can be attributed to internal psychological processes, are as follows:

1. Need for self-respect
2. Need for risk

3. Artificial needs (alcohol, drugs)
4. Emotional instability
5. Aggressiveness
6. Accentuation of the individual character
7. Inadequate and inflated self-esteem (Holl, 2005).

According to the scientific and pedagogical literature, the deviant behavior is a deviation from accepted social and moral norms and values in the society. Adolescents with deviant behavior are characterized by some features in the emotional-volitional sphere. These children show impulsiveness, irritability, temper, and aggression under which they have problems in communication with other people and have difficulties in their education.

Features of the adolescents' pedagogical rehabilitation process with deviant behavior are as follows: The implementation of medical and psychological assistance; the formation of positive experience of social behavior; the establishment of guardianship; and psychological and pedagogical support (Isekeeva, 2016). Scientists believe that the pedagogical rehabilitation of deviant adolescents can be carried out by the help of culture and art. The psychologist, Carl Jung, notes that the art greatly facilitates the personality education process by establishing a balance between the unconscious and self-consciousness (Ivanov, 2012). Art can help a teenager to overcome life crisis situations. This happens at an unconscious level contributing to the development of self-expression and self-knowledge ability (Kemalov *et al.*, 2017). In modern society, adolescents easily express themselves in children teams by support of peers who share common interests. Teenagers often join various youth activities or become members of a certain subculture. Russian subculture is varied and distinguished by types of leisure time, ethnic characteristics, styles, behavior, and lifestyles. One of the leading places with the youth subcultures has the hip-hop culture in Russia.

This youth subculture acts as a sphere of self-expression and self-realization of the teenagers' personality, their potential desires and opportunities and allows determining the behavior model correctly and testing it in practice in order to find its "niche" in society (Klejberg, 2007). Creative activity by means of the hip-hop culture avoiding the monotony, and sameness in the implementation of appropriate rehabilitation exercises (Kopytin, 2010). The use of music, dance, and fine arts in classrooms with deviant teenagers contributes to the development of all components of speech, motor sphere, auditory and visual functions and increases the effectiveness of pedagogical impact on the children. The research on the deviant behavior of children and adolescents is being conducted not only in the search for the effective ways of correctional impact, but also in the direction of the search for the factors that prevent such behavior. Commenting on this area of the research, (Klejberg, 2007) notes that up until the beginning of the XX century, the attention of the researchers has been paid mainly to clarifying the reasons for deviations, rather than to searching for the means to prevent them. An insufficient study of the problems related to the mechanisms of the prevention of deviant behavior, the unceasing urgency of these problems and the inability to solve them within the framework of the traditional research has led to the fact that over the past 20-25 years foreign psychologists have developed studies aimed at finding the variables and factors that improve, change, modify international journal of environmental & science education 8547 the response of the individual to the adverse effects of the environment, persuading him/her to the maladaptive outcome. Foreign researchers, as well as domestic scholars, perceive the prevention of juvenile delinquency in the active influence on adolescents' behavior, lifestyle, way of thinking, etc. For example, the basis for the prevention of deviant behavior among adolescents, in accordance with the (Kemalov *et al.*, 2017) theory of affiliation, is pedagogical actions to reduce the level of adolescents' anxiety, to provide social support (emotional, appraisal, informational, instrumental), to decrease the degree of adolescents' loneliness, including despair, depression, boredom, the feeling of unattractiveness, stupidity and the constant feeling of danger. This theory is based on the desire to seek the company of others, regardless of feelings for them.

Kopytin (2010) draws upon the leading activity of adolescents - communication, and defines its motives, dividing them into the following groups: the motive of social comparison associated with the state of adolescents' insecurity; the motive of anxiety reduction; the motive of information retrieval (Ivanov, 2012). Focusing on the role of symbolic simulation in the formation and spread of the new forms of behavior and social relations of adolescents, (Kovaleva, 2005) suggest that children tend to imitate what they see and hear, because their behavior is based on the behavior of other people. In their actions they unwittingly and unconsciously reproduce both positive and negative behavior models. The authors believe that deviation is the result of the abuse of punishment by parents and the ill-treatment of children. In the process of interaction with the environment, children are considering various options of actions, which are either used in the future or rejected. Consequently, the greatest responsibility for the prevention and control of adolescent deviant behavior lies with the family.

The establishment of trusting relationships in the family, an increase of the educational potential of parents and their cultural and educational level, knowledge of the characteristics of psychology and physiology of the adolescent in the period of pubertal development, as well as fears and concerns of the child is an indispensable condition for the prevention of deviant behavior at the family level. According to the marginality theory of Larionava (2013), based on the requirements of the reference group, the adolescent is faced with several reference groups having different, often conflicting requirements. Frequently, marginal groups form their community and follow its values. The marginal status is a potential source of neurotic symptoms and depression and in severe cases can lead to addiction. A positive outcome of the marginal situation for the individual is a highly creative activity. This theory makes it possible to determine the conditions under which adolescents are subject to conventional rules on the basis of group solidarity and thus to prevent possible deviant behavior.

In order to investigate particular aspects of pedagogical rehabilitation of deviant teenagers by means of the Hip-hop culture, some questions should be answered as research questions:

- 1- Are there any positive changes in the development of levels of communicative tolerance in adolescents with the deviant behavior in experimental and control groups?
- 2- Are there any positive changes in life value orientations in adolescents with the deviant behavior in experimental and control groups?

## 2. Methods

According to the analysis of scientific literature, the competent organization of leisure employment of teenagers with deviant behavior and their education by means of culture and art are considered as alternatives to teenage neglect, alcoholism and drug addiction as prerequisites of illegal actions; and this is a great work on the pedagogical rehabilitation of this asocial phenomenon (Kovaleva, 2005), (Larionava, 2013). Russian scientist-teacher, (Mishina, 2018) developed a classification of methods for the pedagogical rehabilitation:

- Psychotherapeutic methods: Suggestion and self-hypnosis; method of persuasion; and psychoanalysis
- Pedagogical methods: Methods of social influence; correction through work; and correction in children teams.

The most specified features of the pedagogical rehabilitation of deviant behavior by means of hip-hop culture in the children's team are as follows: The casual and informal communication with children, self-discovery; the possibility of self-realization; previously unknown talents; increasing adaptive capacity by liberating the mind from unnecessary negative experiences in order to make children more balanced. The importance of teenagers' personal achievements from participation in the teamwork can also have a positive educational effect (Mishina, 2018). The experiment on the pedagogical rehabilitation of adolescents with deviant behavior developed a complex of extracurricular activities using the potential of hip-hop culture.

The complex includes four main sections: "History of hip-hop culture", "Musical direction of hip-hop culture", "Fine direction of hip-hop culture" and "Dance direction of hip-hop culture" that include a series of activities.

Teenagers get acquainted with the history, modern art and its moral and aesthetic values. They are involved in musical, speech, choreographic, and visual art within the framework of an unassuming safe platform for the self-discovery and expression of teenager personality (Shamdasani, 2003).

The complex provides the sufficient freedom of selection of pedagogical materials and aims to develop teenagers' interest. It is implemented by taking into account the age and individual characteristics of each child.

A pedagogical experiment studied 20 adolescents aged 11 to 16 years; 10 of them children in the temporary detention Centre for juvenile offenders (EG- experimental group) and 10 children, who were pupils of Republican special boarding schools as those with deviant behavior (KG- control group) in Kazan city.

The pedagogical experiment was conducted to test the validity of our hypothesis. It was believed that the utilization of hip-hop culture potential in working with adolescents with deviant behavior would contribute to the successful pedagogical rehabilitation of children: a favorable social situation of development; knowledge about other people, establishment of relationships with them, the ability to communicate in a team; self-discovery, knowledge about social status, freedom of selecting personal and important activities, the ability to achieve success in various types of creative activity; self-realization; the development of ability to self-organize and self-regulate; trust, and positive attitude towards others people.

Pedagogical experiment was implemented at three stages: ascertaining, forming and control. At the ascertaining stage of experiment, we determined initial levels of communicative tolerance and life value orientations in adolescents with the deviant behavior. During the experiment, a specially-compiled questionnaire was used based on the diagnostic method of communicative tolerance by Shneyder (2005) and the method of value orientations by Villalobos *et al.* (2013) aiming to identify adolescents' life value orientations; and the criteria for life values of adolescents with deviant behavior. Levels of development of life value orientations are as follows: high, medium, low.

The creation stage of experiment was carried out only in the experimental group. The work aimed to implement a complex of extracurricular activities using the potential of hip-hop culture. Classes had a moral-aesthetic orientation as an important direction in the development and education of children in difficult life situations. All classes were based on principles from simple to complex and similar teenagers making a lot of positive emotions in them.

At the control stage of experiment, levels of communicative tolerance and life value orientations of adolescents with deviant behavior in control and experimental groups were again checked. The same diagnostic methods were used at this stage like the ascertaining stage.

## 3. Results and Discussion

Determination of levels of communicative tolerance and life value orientations of adolescents with deviant behavior were evaluated according to the following criteria and indicators:

- The "Knowledge as value" criterion is characterized by indices as the need for educational activities at schools; the willingness to make some effort to do cognitive activities in the process of developing new activities; children; awareness about the social and personal importance of teaching; careful fulfillment of educational requirements of teachers and children teams; taking initiative; and activity;

- The "Personal freedom" criterion: It refers to the desire for the self-knowledge, awareness about their own feelings and actions; interest in themselves as the humans; personality; , the ability to appreciate their dignity; awareness about their own importance and uniqueness; and the ability to accept themselves as they are;

- The "Creativity as a value" criterion: It focuses on the social significance of case; the interest in the participation in creative activities; the desire to benefit other people; selflessness; support for activity of others; the desire for activity; creative attitude to any kind of activity; and the focus on the usefulness and importance of their activities for others;

- The "communicative tolerance" criterion: The perception of a teenager culture of communication; the presence of teenager difficulties in interacting with people; good attitude towards the older generation; easy to contact; the teenager attitude towards people from other social cultures.

Results of studied experimental group and their comparison with the control group made it possible to find that there were positive changes in the development of levels of communicative tolerance and life value orientations in adolescents with the deviant behavior.

**Table-1.** Comparative Analysis of Ascertain and Control Stages of the Experiment in EG and KG

Group	Total number of children	Stage	Results of Diagnostics					
			Low		Average		High	
			Number of children	%	Number of children	%	Number of children	%
EG	10	State	6	60	3	30	1	10
	10	test	2	20	4	40	4	40
KG	10	State	7	70	1	10	2	20
	10	test	6	60	2	20	2	20

## 4. Summary

The effectiveness of experiment showed a sufficient efficiency of the implemented complex of extracurricular activities using the potential of hip-hop culture within the framework of pedagogical rehabilitation of adolescents with the deviant behavior.

In the EG, low levels of communicative tolerance and life value orientations decreased from 60% to 20%; average levels increased from 30% to 40%; and high levels increased from 10% to 40%. In KG, low levels decreased from 70% to 60%; the average levels increased from 10% to 20%, and the high level remained unchanged.

## 5. Conclusion

According to the data analysis of the experimental group, the hip-hop culture, as a means of pedagogical rehabilitation of adolescents with deviant behavior, has a high educational potential.

The performance of experimental work indicated the sufficient effectiveness of implemented complex of extracurricular activities using the potential of hip-hop culture reflecting in the following indices: favorable social situation of development; the knowledge of other people; establishing relationships with them; the effortless ability to communicate in a team; the ability to open yourself; your social status; and have the right to choose personally significant activities; the ability to achieve success in various types of creative activity; the self-realization; development of ability to self-organize and self-regulate; trust, and positive attitudes towards other people.

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