

Study of willingness of teachers to education of pupils with deviant behavior

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Abstract: The article is to elucidate the preparation of teachers for prospective training of the pupils with deviant behavior. Author has analyzed the various approaches to “deviant behavior” definition, provided own definition of this term that specified the activity and willingness of the teachers to the training of pupils with deviant behavior. As a result, a pattern of willingness of the teachers to the training of the pupils with deviant behavior was built and stipulated. The structure of willingness of the teachers consists of motivation, content, procedural, and reflexive-evaluative elements. The individual orientation is considered as the basis of willingness of the teachers. A practical experience, which integrates all components, is paid the special attention. The complex of scientific-research methods applied in this study allowed the author the theoretical substantiation and experimental verification of willingness of the teachers to the teaching of the pupils with deviant behavior. The study results confirmed the author’s theoretical concept.

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1. Introduction

In present, the requirements of the society to the teacher significantly increased. The modern teacher should be spiritually developed, a creative personality with ability to reflection, high professional and pedagogical skills, as well as desire to implement innovations in the practice. Theoretically, the teacher should clearly understand the value of education, to be a cultured person, perfectly know the subject, pedagogy, and psychology, use of personality-oriented methods of teaching, and be motivated to continuous professional and personal development.

Professional teacher must perfectly understand the teaching subject and the place of each pupil in the educational process, be able to organize activities of pupils and foresee the results of these activities, correct possible deviations hence; he should be a competent person.

The pupils with deviant behavior are a special small group among the pupils. This group of children includes the teenagers and pupils, which are characterized by certain deviations in moral development, stipulated by negative forms of behavior and indiscipline.

However, among the general objectives of the system proposed for the detection, crime prevention, education, and training of the children with deviant behavior there is one important objective missed - organization of special training of prospective teachers for work with pupils with deviant behavior. Teachers experience difficulties in work with these children and sometimes suffer

helplessness.

Scientific and pedagogical problem of the work with deviant children combines social, psychological, and didactic conditions of training and development of this category of pupils in the system of family and preschool education, general secondary, higher, additional (non-school educational institutions), and private education, as well as in educational institutions oriented to work with deviant children.

The deviant behavior is always associated with any mismatch of human actions or type of activities to particular moral norms of society or groups, rules of behavior, ideas, stereotypes, expectations, attitudes, and values.

For example, according to A. Cohen, deviant behavior is “this kind of behavior that is contrary to the social expectations, i.e. expectations shared and recognized as the lawful within the particular social system” [1].

It is possible to consider the deviant behavior as the reasonable for all behavioral forms including conformal behavior, which is consistent with the moral norms (and so) or refer that deviant behavior is stipulated by the general laws of development of society, like all other social and psychological phenomena and processes. However, it is undoubtedly that “the behavior of each person is individual and always personal” [2].

One of the first scientists, who studied deviant behavior, was E. Durkheim. He introduced the concept of anomie and revealed it in his the classic work “Suicide” (1912). He assumed the

anomie is destructive or weak regulatory system of the society, which is caused by sharp changes and shifts, i.e. anomie in his interpretation is social disorganization.

Merton R.K. has essentially developed and refined this term. According to his idea, anomie is a result of the conflict or the mismatch between “culture” and “social structure”, normal, lawful means and motives to the search for new (illegal) ways to satisfy the needs. Merton R. has allocated five ways of “anemic adaptation” as a response to the anemic tension in various forms of adaptation: conformity, innovation, rituals, retreatism, and rebellion [3].

Parsons T. has expanded typology of anemic adaptations developed by R. Merton and formulated the eight types of deviant behavior. He has explained the deviant motivations by unjustified expectations and the behavior of adolescents and young people considered in terms of the concept of anomie – the state in which the values and norms are not the clear indicators of proper behavior or lose their significance. This explains the paradox of a system of values, where the values of personal success and achievements play an important role, and following them improves the structural differentiation of the society, what results in conflicts and deviant behavior [4].

Becker G. [5] argued that some degree of anomie exists in any society due to “imperfection of socialization, internal conflicts, and innovations”.

Fischer G.-N. determines the type of deviant behavior by the type of culture existing in particular social system: if the values and norms change, the definition of deviation modifies as well. However, he argues that deviation is designed social reality, which is complicate result of regulatory processes, can contain structuring elements, and be a potential factor of social change [6].

Fischer has considered the “structure” of the phenomenon of deviation by three directions: a) deviation as disadaptation (with two aspects: the rejection of the deviant personality and as the social and psychological immunization); b) position of deviant person; c) deviation and minority.

Frazier Ch. [7] has identified and analyzed the three theoretical approaches to deviation: 1) in terms of socialization; 2) in terms of social-psychological reaction; 3) in terms of the social control.

Smelser N.J. allocates three components of deviation: 1) a person with a certain behavior; 2) the standard (expectation), which is an indicator for evaluation of deviant behavior, and 3) other person, social group, which responds to the behavior. He defined deviation as the compliance or

noncompliance of actions to the social expectations [8].

According to Kleiberg Yu.A. [9], the deviant behavior is a way to change the social norms and expectations through demonstration of the value attitude to these using different types of self-expression: slang, style, symbolism, fashion, acts, etc. In this case, the deviant actions are:

- the means to achieve significant goal;
- the way of psychological relaxation, substitution of limited demand and switching of activities;
- the end in itself, satisfying the need for self-actualization and self-affirmation.

It must be considered distinguishing the forms and types of deviant behavior that in real conditions, there are individuals and groups revealing a variety of types of deviant behavior. It is evident that often prostitution, crime, etc. are sufficiently combined with alcoholism, drug addiction, and other asocial deviation or their manifestations.

Antisocial (or anti-social) personality can serve an extreme expression of this combination. This is a person (including children and adolescents) that is characterized by irresponsibility, inability to feel guilty, carrying out activities with the intent to harm other people, conflicts with others and in social institutions, inclined to blame others and do not learn a lessons from the mistakes, intolerant, i.e. his behavior indicates insufficient socialization of a personality. The children and adolescents express it, in particular, in alienation from of social institutions such as family, school, other educational institutions, youth and different public organizations, their transition to the so-called asocial groups, groups of risk, etc. [10].

In our study, we adhere to the following definition of deviant behavior: this is the behavior or the actions contradicting to the rules and moral norms established in the official order or traditional for society (group), most often occurring in persons grew up in unfavorable social environment and enhancing in conditions of social tensions in society as a result of stress and conflict situations in the family, educational institution, among of coevals, etc. [11].

Often, the teachers cannot understand how to manage the difficult and pedagogically neglected children. However, according to K.D. Ushinskiy to “educate the child in all respects, he must be perceived in all respects”.

The specificity of teacher’s work with the pupils with deviant behavior was determined by analysis of general definitions of “deviant behavior”:

- implementation of the principle of individual training and education;
- establishment of mutual trust between the

- teacher and deviant pupils;
- effective use of communication between uneven-aged pupils with deviant behavior for organization of various forms of mutual learning;
 - focus on active concept of the person.

All these examples occurring in school practices can be called as lines of breaches in education, behavior, communication, self-consciousness, and complex forms [12]. According to these lines, there are the methods of influence and assistance to the deviant adolescent:

1. Breaches in education. The teachers provide the individual methodical assistance to the child in overcoming of learning difficulties until the level of complete perception of the study material and achieved success.

2. Breaches in behavior. The individual work of a teacher with the parents and a child, organization of communication hours, discussions, and workshops on behavior problems, creation of comfortable conditions for the child in the collective (individual and group discussions with the class; engage of a child in the groups of additional education and involvement of a child in the activity of the class or school).

3. Breaches in communication. Organization lessons for the development of skills of constructive communication.

4. Breaches in the consciousness. Development of stable positive self-perception of a child through a search for the activities, where the child will be successful.

Thus, consideration of the specific character of the education of the pupils with deviant behavior can contribute to the increase of effectiveness of work with this category of the pupils. In addition, the teacher should serve an example of learning activities, which possess own cognitive preferences.

Study of the relationship between the theoretical principles of vocational training of a teacher and peculiarities of pupils with deviant behavior, requires the practical substantiation of this relation. Thus, the experimental pedagogical practice was aimed to study the actual state of willingness of teachers to perform it and determination of the ratio between designed and actual model of willingness.

Design of a model of willingness of the teacher to work with deviant pupils and determination of the structure of the willingness both were based on the psychological and pedagogical concept of individual development, the provisions of psychologists on complexity and structure of the person, the theory of the development of the personality of a teacher, the concept of willingness of teachers to pedagogical activity, as well as the theory

of a holistic educational process, the theory of establishment and theoretical provisions of vocational training. According to this concept, the mastery of profession by a man occurs within the three aspects: comprehensive, personal, and procedure (technological) [13].

Defining the contents of the model, we relied on the position that every teacher should possess particular knowledge and skills required for work with deviant children. According to this, theoretical model of the willingness is represented as the combination of motivational-personal, content, and procedure factors.

Motivational and personal component, in our opinion, characterize the prospective teacher with positive attitude to the work with deviant pupils and includes the following features of this criterion: a positive personal-rational attitude and interest in professional material and activities; understanding of the social and personal significance of socio-pedagogical work and necessity for special work with deviant pupils; understanding of the nature, psychology of behavior and relationships of this category of children; understanding of the importance of willingness for work with deviant pupils; possession of professionally important personal qualities such as a high level of cognitive development and intrinsic motivation, and adequate self-assessment.

Substantial component assumes the theoretical knowledge required for work with deviant pupils and can be determined by the following indicators: knowledge of scientific principles of pedagogics and psychology of work with deviant pupils; knowledge of psychological and pedagogical conditions for its successful implementation and organization; existing of concepts on basic terms and skills; systemic vision of all components of a holistic educational process; knowledge of general principles of pedagogical phenomena; knowledge of the patterns and socialization factors; knowledge of the origin and development of deviant behavior; knowledge of psycho-physiological characteristics of the personality of deviant children; knowledge on a particular group of disciplines, the methods for diagnosis, effective forms and methods of educational work with deviant pupils. Substantial component is the core of willingness, which includes the required volume of knowledge about the essence of the pedagogical work, which has to be changed by the vocational training.

Procedure component is characterized by the implementation of the acquired theoretical knowledge in practice that allows the development of necessary skills for work with deviant pupils. This component includes the following features: ability to

apply the system of diagnostic methods for determination of the level of difficulty in training and study of personality of adolescents with deviant behavior, his internal environment, and further apply them to identify deviant children; ability to plan, organize, and coordinate individual and collective activity based on diagnostic results according to the goals and objectives; ability to apply the effective forms and methods of extracurricular work with deviant pupils; ability to advise the deviant pupils and regulate their interpersonal and intra-group communication; ability to advise parents of the deviant pupils and develop the effective ways of collaboration; ability to coordinate the activities of preventive services. This component activates and further stimulates the willingness, as well as it is the terminal link in the chain - motivation-knowledge-skills.

Estimated-reflexive component is characterized by a diverse choice of actions, ability to plan own activities based on the analysis and evaluation of own willingness to work with the deviant pupils. This component includes the ability to analyze the results of own activities and evaluate own willingness to work with the deviant pupils, the satisfaction degree of prospective teacher with the level of personal willingness; the orientation on equal partnership subject-subject relations and interaction

with personality of deviant child in the educational process; ability to correct the further activities and introduce own works in education content and technology; acquirement of the techniques of self-diagnosis, self-awareness, goal-setting, a reflection of personal and professional behavior; orientation on self-transformation during general pedagogic training and personal adequacy in professional activities.

The relationship between these components represents the sufficient theoretical knowledge and practical skills of the teacher for further creation of necessary conditions for work with deviant pupils.

Thus, we understand the willingness of teachers to work with deviant pupils because of mastering of all components of willingness and consider it as professionally significant quality in conditions of constantly increasing number of deviant pupils.

Focusing on the identified and formulated specific features of the investigated willingness as a professional quality, we have analyzed the empirical experience of teachers in schools of Pavlodar and Pavlodar oblast (Kazakhstan). The aim of our study was to determine the initial level of willingness of teachers to work with deviant pupils.

The experiment involved 25 teachers. The one pedagogical collective combined the teachers with different levels of willingness (Table 1, Fig. 1).

Table 1. The willingness of teachers to work with pupils with deviant behavior

№	Level of willingness	Total number of teachers participated in the experiment	Professional experience of teachers		
			up to 5 years	5-10 years	more then 10 years
1	High	2,6	–	–	2,6
2	Sufficient	9,8	5,8	2	2
3	Average	36,2	13	11,4	11,2
4	Low	51,4	21,3	15	15,1

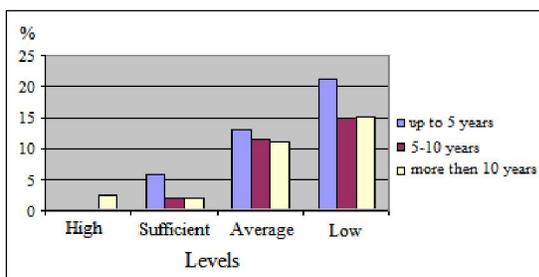


Fig. 1. Willingness of the teachers to work with deviant pupils

According to the results, only insufficient number of teachers revealed a high level of willingness to this type of professional activities. We have determined that the job experience does not affect the level of willingness.

The results were obtained by analysis of the

questionnaires, tests, analysis of the segment of the pedagogical activities, and pedagogical documentation.

The answers to the question: "Have you ever any problems in work with deviant children?" have distributed as follows: constantly – 76%, often – 16%, and never – 8%.

The interviewed teachers characterized the colleagues as: revealing materialism (61,5%), limited scope of interests (62,5%), egocentrism (48,7%), and soullessness (31,8%). In addition, 27% of pupils believe that the majority of teachers hardly understand the pupils; 88% of pupils reproach the teachers with iniquity; 47.5% of pupils believe the teachers are boring people; 57% note that the teachers do not respect the individually of the pupils; 64% of teachers can engage pupils in their subject. These data reveal a problem concerning all subjects of socialization, organization of their interaction

considering the objective characteristics, and integration of education.

Characteristics of the investigated feature manifest in particular pedagogical activity of the teacher, which can reveal the level of a teacher's willingness to work with the deviant pupils.

Use of this supposition is the initial point in the study of school documentation and direct observation of the teacher's activities. Analysis of the plans of the lessons and training activities shows that the educational tasks included into these plans are general for the majority of teachers and the work with deviant pupils is not envisaged.

Following the suggested logic of our study, we have surveyed the teachers based on the model of the studied feature.

The results of this study show that in spite of the teachers are convinced of the need to work with deviant pupils, they have no clear notion about the essence of the studied features and its parts: the teachers experience difficulties in the interpretation of the terms of "deviant", "deviations", "the reasons for deviations", and "features of deviation". 88% of the teachers answered, "don't know" on the question: "Do you know how to work with the deviant pupils?" (In education process, extra-curricular activities, family, and with parents).

The answers to the question: "Which social disciplines in higher educational institution were the most interesting and provided sufficient study material for you to prospective work with deviant children?" were as following: 100% answered "none"; in pedagogical discipline, – 85% answered "none"; in psychology – 36% answered "insufficient"; on special disciplines – 79% answered "none".

The answers of interviewed teachers to the question "Are you able to identify the features of deviance?" – 80% of teachers answered "no", 76% of teachers are not able to pose the specific tasks for work with deviant pupils in extracurricular activities; 63% – assume that they are able to plan the extracurricular activities, but insufficiently; 37% of teachers have answered "I'm able" in work with parents; 88% of teachers answered "no" to determine the targets in individual work with the deviant pupils and this work is the most difficult among other pedagogical activities.

At the same time, according to the answers to the question: "What kind of work are you conduct with the deviant pupils?", the teachers have answered: "Among extracurricular activities - the study groups; in work with parents – discussions and consultations; individual work with a pupil such as exercises, tests, individual tasks, conversations; in

training on the particular discipline – specific task selection".

Thus, the teachers pay some attention to the work with deviant children, although there is no comprehensive approach. The answers to the question: "Are you able to organize the systematic activities?" the 85% of teachers answered "no", 20% of the teachers were not able to perform a task "Complete the task for deviant pupils in particular subject using own experience".

The answers to the question "Please list the features of deviance" were incomplete. Totally, 88% of teachers responded "Yes" to the question: "Are the activities on systematical identification of deviant children should be performed?" At the same time, according to the answers to the question: "What methods do you use for work with deviant pupils?", we have concluded that teachers know the methods, but rarely use them.

Thus, regardless of a small percentage of teachers, who are able to work with deviant pupils, it is evident that this situation can harm the society and the willingness of teachers to work with this category of children is insufficient.

In our opinion, the high percentage of teachers, who are not interested in and not dealing with the problems of deviance can be explained, on the one hand, by insufficient orientation of the educational programs to prepare prospective teachers to work with deviant pupils in high educational institutions, and on the other hand - the disinterestedness of the teachers, inability and unwillingness to the self-education, that is, the inability to overcome the psychological barriers in perception of new information. Only 8% of the teachers organize some specific activities with deviant pupils.

To determine the professional skills on the willingness of teachers to work with deviant pupils, we have interviewed, tested, and offered creative tasks for teachers, which were verified in the conversations.

Teachers do not have a clear notion about the preparation of teachers to work with deviant pupils. In the interview to determine the essence of training of the teachers to work with this category of children, 24% responded that this training is "the development of general notions about the deviant pupils", 29% of teachers have noted that "the teacher should be able apply the methods and techniques to organize work with deviant pupils", 34% – consider this training as the process "to teach the methods of work with deviant pupils, to learn the diagnostics methods of deviance, and develop the desire to work with this type of children", 13% – consider this

willingness as “the focus on work with deviant pupils”.

The creative tasks were performed by the teachers with greater interest, and included:

- description of peculiarities of a pupil with deviant behavior of secondary, and specialized schools;
- description of peculiarities of a teacher working with deviant pupils;
- determination of the qualities of the teacher for work with deviant pupils.

To ensure that the necessary of preventive-reflexive component of willingness of prospective teachers to work with deviant pupils, which is characterized by variability choice of activities, ability to plan their activities, we have performed some testes among the schoolteachers.

Analysis of the interview results showed that most teachers are not able to analyze the results of their work, and evaluate the personal preparation to work with deviant pupils, the low degree of satisfaction of prospective teacher with the level of self-willingness; the existing orientation on equal partnership subject-subject relations and interaction with deviant personality of the child in the educational process; ability to correct the further activities in the work with these children, and introduce own ideas into the content and technology of education process; mastering of the technique of self-diagnostics, self-perception, goal-setting of activities, and a reflection of their personal and professional behavior; focusing on self-transformation during general pedagogic education and adequacy of their professional activities.

To identify the willingness of teachers to work with deviant pupils, the interviewed teachers were asked to answer the question: “Would you work with the deviant pupils and why?” Most of the teachers without work experience in a school, positively responded to this question, motivating their answer by these children require additional attention and work, otherwise it will results in negative consequences that may affect the development of society in general. In general, 70% of teachers do refused to work with this category of children. The reason for refusal was the fact that the education of these children is difficult, requires additional and specific preparation to the lessons, and takes into account the individual characteristics of the child, what withdraws time from work with other children in the class.

Among other reasons in teacher’s responses were noted the lack of literature and additional material, a narrow exchange of experience or lack of it. Totally, 20% of the teachers were agreed to have these children in the class, however, this is motivated by their belief that this child can be re-educated and

they can influence their further development. In general, 10% of the teachers found difficult to response this question. Analysis of the responses showed that the majority of teachers are not willing to work with deviant pupils.

Following this position, three general concepts related to the work with deviant pupils were identified after interview of the teachers:

- active protection of work with deviant pupils;
- active support of this work;
- passive attitude to work with them, support or rejection, depending on the circumstances.

The different groups of teachers can be offered different forms of the work with deviant pupils: seminars in the Institute of vocational training of the teachers training and seminars-trainings.

One of the objectives of our study is the identification of a relationship between the level of willingness of the teachers to work with deviant pupils and success of their professional activity [14]. To confirm our assumption, the rank correlation and compilation of the table of ranks were performed using the Ch. Spearman’s formula. One of the ranks was determined evaluating the level of willingness of prospective teachers to work with deviant pupils, and we have determined another rank as “the successful professional activity”. Statistical data delivery has revealed that there is a stable correlation dependence $R \pm 0,625$ between existing level of willingness and successful professional activity (Table 2).

Table 2. Rank correlation between the level of willingness of the teacher to work with deviant pupils and successful professional activity.

N ^o	Code of teacher	X	Y	X·Y	D ²
1	K.D.A.	4,2	10,8	6,6	43,56
2	A.A.Zh.	12,5	8,2	4,3	18,49
3	R.S.B.	13,6	10,0	3,6	12,96
4	D.V.G.	5,5	12,5	7,0	49,0
5	U.Kh.A.	4,4	11,7	7,3	53,2
6	B.E.F.	12,5	12,5	0,0	0,0
7	A.D.A.	3,1	11,5	8,4	70,56
8	S.S.M.	3,2	9,5	6,3	39,69
9	B.S.B.	13,6	9,8	3,8	14,44
10	A.T.T.	2,8	11,5	8,7	75,69
11	N.P.E.	12,5	11,3	1,2	1,44
12	M.E.S.	13,2	10,2	3,2	10,24
13	S.T.K.	3,0	10,0	7,0	49,0
14	G.B.S.	11,0	11,0	0,0	0,0
15	P.A.V.	11,1	9,0	2,1	4,41
16	Kh.A.V.	3,3	12,4	9,1	82,8
17	A.S.E.	5,0	12,6	7,6	57,76
18	S.A.A.	13,6	9,8	3,8	14,44
19	R.I.G.	10,0	10,0	0,0	0,0
20	A.S.K.	3,2	10,0	6,8	46,24
21	B.B.D.	6,1	12,3	6,2	38,44
22	K.K.D.	4,7	12,1	7,4	54,76
23	L.Z.F.	2,6	11,0	8,4	70,56
24	V.E.M.	4,5	12,5	8,0	64,0
25	Kh.A.G.	3,5	11,5	8,0	64,0
R = 1 - (6*935,68) / 25*(625 - 1) = 0,625					935,68

Thus, the ability of teachers to work with deviant pupils depends on the willingness as the professional characteristic of a teacher was proven. The willingness as the professional characteristic supposes the availability of a broad range of interests and intelligence of teachers, which has been absorbed pupils and affects the relationships in the subject-subject and pupil-pupil systems in joint activities (teacher-pupils).

Hence, it can be concluded that there is a demand for specific work on the preparation of teachers to work with deviant children in the school including theoretical and practical education of prospective teachers in the higher educational institutions. Therefore, there is the necessity to comply with the following conditions for successful work with the deviant children in the schools: the teacher has to know the forms and methods of work and diagnostics of deviant children and possesses a broad range of the interests, high intelligence, ability to creative work, and has knowledge about the development of deviant pupils.

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