

Problems on formation of anti-criminal mindset in education

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Abstract. This article examines the problems on anti-criminal mindset formation in education. Particular attention is paid to the formation of personal tolerance of upper form pupils in the educational environment. Personal tolerance is considered as a component of anti-criminal mindset. The authors make an attempt to explore the noted problem domain through the prism of concepts, such as subjective personality control, personal qualities, and human self-perception. Upper form pupils have the ability to resist the negative influence of the social environment in varying degrees. This ability is reflected in personal qualities and localization of control over the events, which are significant to them.

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Introduction

In native psychology, the term "world image" emerged thanks to A.N. Leontiev. He believed that "in the course of activities, individuals build the image of the world, the world, in which they live, act, which they create and partially rework by themselves; this is also a knowledge about how the world image is functioning, mediating their activity in an objectively actual world " [1, p. 251-261]. Smirnov S.D. notes that the world image of a human is a universal form of organization of its senses, which determines the possibility of cognition and behavior management [2, p. 15-29]. During the self-determination and the attempts to understand the outside and inner world, adolescence searches for the purpose of life in general and the reason of his own being, in particular. As a result, they form not only beliefs and attitudes, but also mindset, i.e. a perception of the world as a whole, as well as belief system, expressing the attitude of a human towards the world, and his main value system [3].

Main part

The mind of a growing person is undergoing significant changes. They are manifested in recognizing by adolescents their individuality and qualities, the appearance of life plan, emergence of the attitudes on conscious spheres of life, self-reference to one culture or another. During this period, consideration of the world view becomes particularly important, because the redefining of the basic attitudes, views and ideas about the world and human's presence in it, as well as the legal awareness building take place exactly in the juvenile.

In adolescence, cognitive and personal preconditions of mindset are maturing. And depending on how this process will safely proceed,

depends on how mindset will truthfully and deeply reflect the objective world. Mindset is a frame of reference that is based on the objective world and the place of a human in this world, as well as human's relationship to the surrounding reality and to himself. It includes also the basic life attitudes of the people due to their views, their beliefs, ideals, cognition and activity principles, as well as the value system [4, p. 376].

Mindset serves the basis for emergence of rather stable hierarchical structure of motivational sphere of an upper form pupil, where motives, associated with his views and beliefs, with his intentions and decisions, are decisive [5, p. 305]. Investigation of personal resistance to adverse effects of the social environment is relevant to contemporary science, because in the information-oriented society, the ability of each individual to resist the negative effect of the environment and to deal with internal problems, stresses, crises, and hardships is becoming an important issue. Meanwhile, the question of psychological conditions and mechanisms of formation of the psychological stability of the individual to the detrimental events of the social environment remains open.

In contemporary science, the concept of tolerance has multiple meaning [6]. We are more interested in the moral and psychological tolerance. Moral and psychological tolerance of upper form pupils will be characterized by the system of their personal qualities (knowledge, beliefs, skills, attitudes, motives, etc.), which will undoubtedly determine the ability of upper form pupils to maintain a high functional activities and successfully perform tasks at hand under any conditions. Moral and psychological tolerance certainly finds expression in the moral and psychological status of the upper form

pupil, i.e. in dynamic manifestation of his moral and psychological qualities and personality traits, expressed in his attitude to reality. Moral tolerance of the individual is defined as a person's ability to control his behavior, based on adopted and learned moral norms and principles.

Efficient formation of moral and psychological tolerance of upper form pupils undoubtedly requires from the educational process the development and organization of all its system elements, such as goals, objectives, forms, directions, programs, logistical and methodological support, as well as assessment and control procedures.

Formation of personal tolerance in upper form pupils in the educational environment of a school can and should be considered as a dual process, which involves, first, a number of different techniques, methods and ways of educational effect on the upper form pupils, who primarily determine the activities of teachers towards searching and creation the integrative personality traits in each of the upper form pupils that would determine their ability to maintain a high functional activity, as well as successfully carry out various tasks; secondly, task-oriented development by upper form pupils of their potential capabilities and, of course, improving their personality traits.

Significant difference in the relationship of the upper form pupils with adults concludes in the fact that they need neither the general guidance from the adults, nor the external support in order to feel secure; they need the assistance and support to improve their own self-regulation system, to develop self-reliance and the sense of purpose.

In fact, this age is the most auspicious to create the most favorable conditions in order to meet such needs. The entire course of the previous intellectual and moral development prepares a pupil to assimilate the scientific and moral outlook. Knowledge about the outside world and information about the morality basics are consolidated in the minds of upper form pupils into a single picture. This helps to change the pupil's system of moral self-control, which is becoming more complete, meaningful and flexible. Convictions, formed on the basis of scientific knowledge and life experience, are increasingly becoming the main guidelines of behavior and provide the relative self-support and independence from intervening situational influences. Of course, this process is not completed in the secondary school age; this age just lays the foundation to ensure further improvement of moral self-regulation.

Upper form pupils begin to acquire moral tolerance. Schoolchild acquires the ability to be relatively emancipated from the direct effects and to

transform the circumstances. Unlike younger ages, the ability of upper form pupils to use optimally their individual personal traits increases. This makes it possible to achieve certain results in the various activities through the organization of professional component of the work in accordance with their capabilities. Apparently, the ability to transform own behavior appears in a pupil exactly due to the differences in the procedural aspects of individual's activity [7, 8].

Self-identification occurs exactly in this age; physiological "me" fluctuates between positive and negative poles. If a young person has successfully coped with the identification task, then he has a sense of who he is, where he is, and where he goes. If he cannot identify himself and emphasize his ego, than he begins to show the uncertainty in the realizing of who he is and what kind of social environment he belongs to.

Viability is not restricted to a set of sustainable human reactions to a stressful situation, but in a more rigid and flexible reactions, depending on the currently available resources. Viability changes with age, it depends on the family, ethnic, cultural, educational, and economic status of a human [9, 10]. Today the mass media are full of reports about the unstable situation in society: violent crimes, terrorism, and cruel relationships between citizens of the Russian Federation. Mass propaganda of criminal world inspires the younger generation the atmosphere of permissiveness and impunity. Pupils, when watching violence towards the life ideals, experience fear, distrust, and doubt in the future. In this situation, both educational institutions and general education system are able to generate conscious enforcement behavior of pupils. School education lays in the pupil legal actions, necessary for the formation of the mature personality, which can adequately assess his actions and behavior. Educational establishment, as an important social institution, should conduct the work to improve the legal awareness of the younger generation, while relying on the age-specific features. As known, the higher the education level of a person, easier he can change, adjust to the level of conscious behavior, and differently perceive the world around him.

Summarizing the above stated, it can be assumed that the concept of "world view" and "anti-criminal mindset" are fully comprehended in adolescence. At that, personal tolerance plays an important role. This takes place under the mindset formation effect, i.e. emergence in pupils of stable views of the world, of themselves and their purpose in life, influenced by the fact that the young man is beginning to understand himself and adequately aware of the reasons for his behavior. He acts less

immediately, less impulsively, learns to think about his actions, makes decisions and acts in accordance with the objectives, set deliberately. It is right time to focus all the efforts to mentor law-abiding personality.

Method

The main technique in this paper was the testing method. For the empirical study of the issue authors chose a set of psychodiagnostic instruments, which include multivariate personality questionnaire by R. Cattell (junior version - 14PF); J. Rotter's technique for diagnosing the level of subjective control, adaptations by E.F. Bazhin, S.A. Golynskaya, and M. Etkind; as well as "Q-sort" to explore self-perception of personality.

Selecting this psychodiagnostic comprehensive tool is non-casual; it is due to the fact that the person is a category, which allows us to predict his behavior in a specific situation. According to the Cattell theory of personality traits, personality is described as a category, consisting of stable, sustainable, and interconnected elements (traits and features) that determine its inner essence and behavior. Differences in behavior of people are explained by differences in the expression of their personality traits. Level of subjective control allows one to determine how and where the test persons localize control over events, significant for themselves. A person is characterized by a certain position on a continuum, stretching from external to internal type.

Data obtained by means on these techniques were subjected to mathematical and statistical processing (average values, the percentage distribution, t-Student, and correlation analysis). Statistical calculations were performed using the application software program package for unified processing of tabular data Microsoft Excel XP and SPSS statistical analysis package.

Testees

After preliminary treatment of all collected checklists, authors selected 60 works, performed by upper form pupils of secondary schools in the city of Elabuga, for subsequent analysis. Twelve checklists, nonconforming the requirements of the test, were rejected and did not subjected to further processing.

Results of the analysis

The present study emanated from the fact that people in varying degrees have the ability to resist the detrimental effect of the social environment, which is reflected in personal qualities and localization of control over events, significant for themselves.

In order to perform most general assessment of the instruments, proposed by Cattell, we average values of each factor for the two groups of testees (M is arithmetic mean value), based on the results

obtained and using the technique based on the level of subjective control (LSC): internalities / externalities. Differences for each factor in two groups of tested persons were determined using the t-Student criterion; at that, the following critical values were taken into consideration: $t_{cr} = 2.00$ for $p \leq 0.05$, $t_{cr} = 2.66$ for $p \leq 0.01$, and $t_{cr} = 3.46$ for $p \leq 0.001$.

Table 1. Statistical differences in the mean values of the factors for test persons with internal and external locus of control

Factors	Internal locus of control	External locus of control	$t_{emp.}$	Level of significance
	Mean value (M)	Mean value (M)		
A	12.2	11.05	1.36	0.38
B	8.6	7.9	0.73	0.74
C	14.2	10.9	2.87	0.01
D	8.6	8.4	0.55	0.88
E	12.7	11.2	1.99	0.23
F	13.4	10.6	1.98	0.07
G	11	10.5	0.91	0.68
H	13.4	10.7	2.43	0.05
I	8.8	11.3	-1.88	0.08
J	10.8	9.7	0.91	0.66
O	7.2	9.8	-3.34	0.05
Q2	8.8	10.8	-2.58	0.05
Q3	10	10.4	-0.43	0.44
Q4	9.2	10.1	-1.06	0.63

When comparing the average values of the factors in test persons with internal and external locus of control, we found statistically significant differences in the following factors of Cattell's personality test: C – degree of emotional stability ($p \leq 0.01$), H – trektia (shyness) – parmia (courage) ($p \leq 0.05$), O – hyperthermia (calmness) – hypothermia (anxiety) ($p \leq 0.05$), Q₂ – group dependence (conformity) – self-sufficiency (nonconformity) ($p \leq 0.05$). Statistically significant differences in other factors of the questionnaire were not revealed. The resulting differences allow us to highlight personal qualities of each group of tested persons, i.e. persons with internal and external locus of control.

Emotional stability, adherence to generally accepted forms of behavior, and group moral views are inherent for upper form pupils with internal locus of control. Internal person is constrained, strictly adhering to the rules, quickly responding to danger, delicate, considerate of others, prefers to be in the sidelines, favours one or two friends rather than a large community. These persons can "manage their failures", be responsible for the events of their life and believe that the most important events in their lives are the results of their own actions. They are insensitive to the characterization and approval of others, though public opinion is due in no small part to them. They are courageous and decisive, mainly rely only on themselves and somewhat overestimate their capabilities.

Upper form pupils with external locus of control more than internalities show mood instability, weak control of their emotions, do not cope with misfortunes and experience them as an internal conflict. They are full of anxiety and foreboding; being impressionable, they are dominated by sentiment. They are independent of the group, resourceful, take independent decisions, do not need the support of other people, and are independent. Externalities have difficulties to adapt to new conditions. Such people do not see the relation between their actions and events, significant to their life, they do not consider themselves to be able to control this relationship and believe that most of the events and actions are the result of a chance or the actions of others. Similarly to internalities, they are also characterized by high intellectual ability and moral qualities; they are aware of and understand the social requirements of the desired pattern of their behavior in accordance with social norms and moral requirements.

The revealed differences and statistically significant correlations made it possible to ascertain that the expression of high subjective control in upper form pupils with internal locus of control is associated with personality traits, such as sociability, social adaptability ($r = 0.84$), intelligence ($r = 0.88$), vigor, overestimation of own capabilities ($r = 0.91$), responsibility, commitment, drive for moral requirements ($r = 0.82$), courage and resoluteness in decision-making ($r = 0.90$), self-confidence, and the ability to «manage own failures» ($r = 0.84$).

For a group of upper form pupils with external locus of control, the reduction of subjective control is associated with orientation, independent of the group opinion, support and approval of others ($p \leq 0.05$), as well as poor self-control ($p \leq 0.01$).

Statistically significant differences between the two groups of tested persons (internalities / externalities) within the results obtained using the "Q-sort" procedure was not revealed. Perhaps, this is due to small sampling. Presumably, differences between the groups could become statistically significant when increasing the sampling.

However, qualitative analysis of the empirical results, obtained using the "Q - sort" technique shows that both in the group of internalities, and the group of externalities there are test persons that are characterized by internal conflict, which is more expressed in the latter group. In other words, they are in the grip of opposing tendencies having similar severity.

Table 2. Ambivalent tendencies of tested persons, (%)

Ambivalence	Internalities	Externalities
"Dependence – Independence"	30.7	58.8
"Sociability – asociality"	7.7	35.3
"Acceptance of the "fight" – avoidance of the "fight"	38.5	70.6

As is obvious from Table 2, "Dependence – Independence" is characteristic to 30.7% of internalities and 58.8% of externalities that indicates the presence of an internal conflict of the individual between the desire to take the group standards and values and at the same time to deny them. The behavior shows contradictory features: indecisiveness in communication along with the manifestation of independence in some cases.

"Sociability – asociality" is peculiar to 7.7% and 35.3% of test persons, respectively. This indicates the presence of internal conflict of a person between his desire to form emotional bonds both within and outside the group, and sometimes indifference to the affairs of the group, apathy in communication and indifference to the problems of the group.

"Acceptance of the "fight" – avoidance of the "fight" is typical for 38.5% of the tested internalities and 70.6% of tested externalities. It is manifested in internal conflict of a person between the active desire to participate in group life, achieve high social status in the group and get away from the conflicts, contraction, the propensity to compromise solutions.

Thus, we can say that the ambivalent personalities, because of their interpersonal instability, are more prone to illegal behavior, because yet they are not able to emancipate from the direct effects of the environment and transform the circumstances.

According to the correlation analysis, a manifestation of sociability in the group, as well as the adoption to group standards and norms, was caused for the test persons with internal locus of control by the propensity to cooperate ($r = 0.90$, $p \leq 0.01$), emotional stability ($r = 0.73$, $p \leq 0.01$), cheerfulness ($r = 0.94$, $p \leq 0.01$), moralistic attitude ($r = 0.93$, $p \leq 0.01$), self-confidence ($r = -0.76$, $p \leq 0.01$), and self-sufficiency ($r = 0.77$, $p \leq 0.01$). Manifestation of asociality is due to the high degree of self-control ($r = 0.82$), as well as the above-mentioned qualities ($p \leq 0.01$). For test persons with equally expressed opposing tendencies of "sociability - asociality", the following qualities are inherent ($p \leq 0.01$): a high degree of independence and self-control, cheerfulness, moralistic attitude, propensity for cooperation, and self-confidence. Last two qualities are inherent in test persons with equally expressed opposing tendencies of "dependence-independence" ($p \leq 0.01$). The trend towards independence in internalities is accompanied

by sociability ($r = 0.85$), intelligence ($r = 0.69$), emotional stability ($r = 0.80$), and self-confidence ($p \leq 0.01$).

Adoption of group norms and standards is regarded by externalities as loss of personal freedom ($r = -0.60$). Independence in attitudes and behaviors for externalities is characterized by self-confidence ($r = 0.52$, $p \leq 0.05$) and cheerfulness ($r = 0.62$, $p \leq 0.01$). The latter is peculiar also to acceptance of the fight ($r = 0.78$, $p \leq 0.01$).

Analysis of correlation relationships shows that the backbone component for internalities is subjective control. Individual with high internal control pretty successfully establishes an emotional connections, is confident; accepts group standards and values, as well as moral norms. Thus, we can say that internalities are more resistant to anti-social phenomena during the emerging mindset.

Regarding the correlation structure of externalities, it is clear that they are not noted by stable relationships between the studied indicators, as almost all correlations are of singular nature. In emotional contacts, externalities do not change their behavior in accordance with the opinion of others, and do not adapt to their requirements (factor-Q2). Inability to control their behavior in relation to social norms, and difficulties with self-organization (factor-Q3) do not allow externalities to take responsibilities for the events of their lives. Taking group standards and values (dependence), externalities withdraw into themselves, increasing thereby the internal tension. Therefore they try not to conform to the opinion of others. Thus, we can say that externalities are more exposed to the influence from outside, to the impact of adverse information, etc.

Conclusions

Upper form pupils in varying degrees have the ability to resist the negative influence of the social environment, which is reflected in personal qualities and localization of control over events, significant for themselves.

With the emerging mindset, internalities are more resistant to anti-social phenomena than externalities.

Individual's way of living, lifestyle, and attitudes are based on the emerging mindset and personality traits: a person accepts himself, his values, his personality, as a carrier of the capabilities and skills, supports and strengthens his self-esteem. Social environment powerfully affects the human mentality, leads to a certain transformation, offering to person a

vast amount of information. Along with the positive impact on human consciousness there are negative effects (formation of various kinds of addictions of chemical and non-chemical nature; deformation of affirmation in the reproductive sphere, disorders in emotional sphere, the emergence of border psychic disorders, etc.). These may dramatically affect the outcome of personal and professional self-regulation, self-realization and self-actualization of an individual.

School provides just basic legal knowledge, which should be subsequently used by pupils to decide what is important for them and what goes by the wayside. In subsequent life, a legally competent behavior of an individual depends on the legal awareness and own mindset.

Thus, the phenomenon of "anti-criminal mindset" of the younger generation is still relevant at the moment. School is able to conduct purposeful work to raise legal awareness of the young adults, based on the sociological and psychological research on public awareness about rights and responsibilities, attitude to the Law and its practical application. As a result, fostering law-abiding pupil, we get a citizen, who makes decisions and behaves based on his legal attitudes, values and morals.

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