

LEGAL INSTRUMENTS FOR THE PREVENTION OF DEVIANT BEHAVIOR AMONG ADOLESCENT GIRLS

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Abstract: This article analyzes the scholarly views and opinions regarding deviant behavior. It explores the primary factors contributing to deviance and the underlying motives of deviant conduct. Furthermore, the manifestations of delinquent behavior among adolescent girls are identified, and legal instruments for its prevention are determined. Based on the findings, practical recommendations have been developed.

Keywords: maladaptation, criminal, isolation, asocial, leader, individual, nihilism, phenomenon, sociology

Introduction

Delinquent behavior is considered a multifaceted problem that requires a comprehensive approach. Today, its various forms and manifestations can be classified among several negative factors that hinder the development of society. While families and educational institutions contribute to preventing juvenile delinquency, modern departments within the internal affairs system also possess the necessary capabilities to conduct preventive work in this direction.

“Adolescent delinquency” is evaluated as criminal actions committed by “minors” and covers the period up to the age of 18. While adult criminality, especially recidivism, requires certain skills, adolescent delinquent behavior involves actions committed for the first time, lacking a stable motive, and characterized by consequences that are not yet fully realized [1].

Literature review

The differences between criminal and delinquent behavior can also be distinguished by age periods. Criminal behavior is attributed to adults, whereas delinquent behavior pertains to adolescents. Criminal liability begins at age 14 for a range of crimes, and at age 16-18 for others. It is no coincidence that delinquent behavior in girls coincides with the adolescent-youth period. Firstly, the increase in deviant behavior corresponds to crisis states during adolescence; in the modern lifestyle, girls exhibit nihilism (rejection of all social norms) and a weakening of moral-value orientations in society. Secondly, there is an increasing strive among adolescent girls to achieve a distinct “culture,” which becomes a norm through the widespread nature of deviations [2].

Analysis and results

Deviant behavior also holds a special place among psychological phenomena. From a medical standpoint, this phenomenon is interpreted along the “health - symptoms of illness - illness” axis. Reflecting the socio-psychological status of the individual, deviant behavior is examined under the “socialization - maladaptation - isolation” axis. The complexity in clarifying the studied concepts is explained by their interdisciplinary nature.

Currently, this term is used in two senses:

In the sense of “human actions that do not comply with officially accepted or established social norms in society.”

In the sense of “a social phenomenon expressed in mass and stable forms of human activity that do not correspond to the norms and expectations officially established or formed in human society,” and it is the subject of sociology, law, social, and clinical psychology [3].

Defining the concept involves identifying the important features of this phenomenon:

The deviant behavior of an individual is considered behavior that does not comply with general or officially accepted social norms;

The individual and their deviant behavior are evaluated negatively by surrounding people;

- a specific feature of deviant behavior is that it directly causes psychological harm to the individual and others;

- deviant behavior often becomes firmly established;

- in classifying deviant behavior, it is required to take into account the general orientation level of the individual;

- another feature is that deviant behavior is also considered within the framework of medical norms;

- deviant behavior is also expressed through various forms of social maladaptation;

- another important sign of deviant behavior is reflected in its individuality and age-gender specificity [4].

- the following can be indicated as legal instruments for the prevention of delinquent behavior among adolescent girls:

-establishing centers (councils, clubs, prevention commissions) in educational institutions to prevent juvenile delinquency;

- launching the activities of public structures consisting of young educators and adolescents (based on the example of volunteer youth groups);

- assigning mentors who can provide a positive influence and serve as personal role models for adolescent girls registered with juvenile affairs departments;

- establishing law enforcement structures among adolescents (nature conservation, protection of cultural and historical monuments, etc.);

- ensuring the exchange of experience and cooperation between intra-school, inter-school, and law enforcement prevention structures;

- identifying asocial (anti-social), criminogenic (prone to crime), and criminal individuals and groups, and recording their external connections;

- identifying existing leaders and individuals striving for leadership by following their example, and restricting or regulating their activities within these groups;

- studying the student body and identifying individuals with a high risk of committing criminal acts (girls with difficult upbringing, pedagogically neglected, or registered with juvenile departments), and recording their connections inside and outside the institution;

- systematically implementing legal-educational work with adolescent girls in individual and collective forms, focusing on interpersonal communication;

Conclusion

Developing methods to eliminate tendencies toward delinquency and actions contrary to public order found in the activities of adolescent girls.

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