

за физического насилия фактически исключена (хотя и имеет место в исключительных случаях), то подростки обращают особое внимание на то, как учителя соблюдают границы, очерчивающие личностное пространство каждого ученика. Это дает им возможность сформировать чувство собственного достоинства, уважения к себе и к другим. Поэтому столкновение с унижением личного достоинства, оскорбление личности со стороны учителей подрывает доверие к декларируемым взрослыми принципам гуманного отношения. Дефицит сотрудничества и доверия друг к другу между учителями и подростками приводит детей в группу риска, делает их менее самостоятельными в учебе и поведении. Результаты исследования среди учителей также показывают их общую осведомленность в вопросах насилия среди детей и путях разрешения данной проблемы. Учителя считают, что необходимо участие компетентных специалистов в вооружении учителей учебных заведений необходимыми знаниями о конструктивном общении и поведении.

Таким образом, ненасильственные отношения должны строиться на умении взаимодействовать с другими людьми на основе общечеловеческих ценностей с учетом конкретной ситуации и индивидуальности каждого из участников взаимодействия, без использования открытых и скрытых форм принуждения, на способности к сотрудничеству,

сопереживанию, содействию, взаимопониманию, ненасильственному разрешению конфликтных ситуаций.

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Түйін

Мақалда адамның мінез-құлығындағы ауытқушылықтар мәселесі сөз болады, өйткені бұл соңғы жылдары көптеген зерттеушілердің назарын өзіне аударуда. Әлеуметтік нормалардың бұзылуы ретінде түсінілетін мұндай ауытқушылық бұқаралық сипат алууда.

Conclusion

The problem of the deviant behavior of a person is considered in the article. The question has been taken into account by many scientists for some years. Deviation, considered as a breach of social standards, takes a mass character.

THE INVESTIGATIONS OF ENGLISH RESEARCHERS ON THE PROBLEMS OF DEVIANT YOUTH

Sizonenko A.M.

We examine the problems of deviant youth presented in the works of English researchers such as D.Leach, E.Raybould, I.Wilson, H.Charles, S.Pat, S.Norman, C.Burt, M.Cleugh, I.Hunt. Their works deal with various forms of deviant behaviour of youth (disadvantaged, difficult, troubled, backward, slow-learner) and author's positions to these youth.

Thus D.Leach and E.Raybould bring together a mass of experimental evidence and practical experience relating to the education of

children with special needs in the ordinary school. They give practical guidelines for the planning of effective teaching for children who appear 'troublesome', 'slow' or 'puzzling' in school. The author's believe firmly that the ordinary school has a vast potential for mobilizing resources for the benefit of children with special needs.

They state that 10% of children in the ordinary school population who exhibits by their school behaviour and performance that they have significant difficulties in meeting the

usual demands of their school (1, 1). Such difficulties by their investigations connects with the following cases:

- 1) the relativity of problems;
- 2) compensatory interaction;
- 3) the teacher as experimenter;
- 4) structured teaching;
- 5) normalization and special educational

treatment (1, 3)

Viewed in this way the implications of problem behaviour are that:

1) The child must have something wrong with him (instead of something being wrong with the way he is being taught, the organization of the school, the relationship between the child and his teacher or the child and his peers, etc).

2) An 'illness' exists (e.g. 'maladjustment').

3) Maladjustment is something teachers have not been trained (nor have been expected) to deal with.

4) 'Maladjustment' is something to be wary of because of its deep and hidden source which required specialist skills to uncover (1, 26).

The book 'The challenge of Incompetence and Poverty' by I.Hunt expresses the main idea – the early experiences of these children of poverty serve chiefly to unfit them for adaptive coping with the schools as they fail, it is hardly surprising that they lose hope, become fed up with school, and drop out as soon as they can. Once out, they have extremely little opportunity to gain, in turn, that competence required for anything more than marginal employability in the marketplace of our highly technological economy; marginal employability not only fails to bring the income required to buy the fruits of our advancing technology that would enable them to participate in the mainstream of our society, it perpetuates the habits the thought, and the sense of inferiority that tends to produce incompetence in the succeeding generation (2, 214). The author of this book offers several recommendations in order what to do (2, 214):

1) to remove race completely as a barrier to employment at all levels for those who have the competence;

2) to provide appropriate training and counseling for those with levels of competence such that they can be made employable in existing niches of industry;

3) to create employment opportunities for these with levels of competence too low up to make them employable for existing industrial openings;

4) to provide in some way incomes for poor families adequate to permit healthful diets regardless of the region of the country in which they live.

English professor Burt in work on 'The Backward Child' (3) describes the modern methods of studying the school child are first explained; and the testing of general intelligence, school attainments, and special mental capacities is described and exemplified.

The chief causes of backwardness are examined; and the treatment of special types – the dull, the nervous, the left handed, the stammering child, the inattentive or forgetful child – is considered in detail. Organization and teaching-methods appropriate to backward classes are fully discussed.

Dr.Cleugh Together with practical English teachers describe the peculiarities from the point of view of the slow learner (4).

Dull children have few talents to help them lead 'full' lives.

The idea of everyone being naturally endowed with some gift is not borne out by the experience of those who work with the dull.

Dull children are backward in everything. They might be better at mutual skills than they are at academic subjects, but their ability is relative.

They are still not as good as bright children. No skills comes easily, imagination is often limited to backward children are more dependent on the friendship and acceptance of others than are the intelligent. To be accepted by the group in which we live and more is a fundamental human need, but we are accepted only in so far as our behaviour is acceptable.

Most of them will seek for notice and acceptance. They might try the simple method of buying friendship by sharing their money and sweets. The joy of popularity won by this method has driven many children to steal.

Sometimes they try to win admiration by flouting authority (4, 1-2).

I. Wilson offers some important advantages for the methods of influence upon the disadvantaged youth are following:

- to be honest,
- to be professional,
- it gives the children something to hang on to (5,7).

H. Charles, S. Pat and St. Norman on the book 'Young Teachers and Reluctant Learners' point that one of the most valuable elements in the help we are able to give students is in drawing their attention to the kinds of services that exist for children in trouble and to do it at a time when it really matters to them.

The authors offer some recommendations for the young teachers how to work with the children in order to avoid extremes:

- to try to introduce the children to a wider range of cultural experience;
- to find some areas of interest which they could share;
- often physical activities swimming, ice – skating, fishing;
- to organize class-socially demanding (6, 100).

All children will suffer from any inadequacies in the preparations of teachers but of all children the less able working class child suffer most.

'We recognize only too clearly that some of the changes in our schools that are essential to give the children any chance of a decent education do not depend upon the school alone.

Society itself must change' (5, 158) – the authors have settled.

The teachers and educators may take into account the peculiarities of the devianced youth in prophylactical work with them.

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Түйін

Мақалада жеткіншектердің девиантты көріністерінің әр түрлі түрлері шетел зерттеулерінде ағылшын түпнегіздері, авторлық тәсілдердің нейтралыққа ерекшеліктері негізінде қарастырылады.

Резюме

В статье рассматриваются различные формы девиантных проявлений подростков на материале оригинальных источников английских исследований и особенности авторских подходов по их нейтрализации.

ТІЛ МЕН СӨЙЛЕСІМ ЖАЙЛЫ ТҮСІНІК ЖӘНЕ ОЛАРДЫҢ АРА ҚАТЫНАСЫ

Шолпанбаева Ғ.Ә.

Тілдік қатынасқа қатысты құбылыстардың ішінде тіл мен сөйлеуге соқпай өтетін мәселелер жоқтың қасы. Сондықтан бұл мәселелердің басын ашып алудың маңызы зор.

Тіл мен сөйлеуді ғалымдар кейде бірге алып қарастырса, кейде екеуін екі бөлек құбылыс деп таниды. Мәселен, немістің көрнекті лингвисті Вильгельм фон Гумбольдт пен орыс лингвисті И.Э.Бодуэн де Куртэнэ

тіл мен сөйлеуді жеке-жеке ажырата келіп, оларды адамның ойы мен қарым-қатынасына байланысты қажеттіліктен туған процесс деп қарастырады.

Бұл жөнінде В. Гумбольдт: «необходимая все повторяющаяся деятельность, чтобы можно было познать сущность живой речи и создать верную картину живого языка» – десе, И.Э. Бодуэн де Куртэнэ тілді: «как беспрерывно повторяющегося процесса, осно-