

жағдайлар да кез-келген қоғамда кездесіп жатады. Осындай құқық бұзушылықтардың санын азайту үшін құқық қорғау органдарының дұрыс қызметі бірінші орында болып отыр. Өз функцияларын орындау кезінде құқық қорғау органдары қызметкерлері жеке басқа қол сұқпаушылықты шектеуде нормаларды қатаң сақтап, оларды дұрыс қолданса нұр үстіне нұр болар еді.

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Адам құқықтары мен негізгі бостандықтары туралы Тәуелсіз Мемлекеттер Достастығы (ТМД) Конвенциясы

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### Резюме

*В данной статье рассматриваются некоторые международные и национальные нормы, ограничивающие права неприкосновенности личности в уголовном процессе.*

### Conclusion

*This article considers some international and national norms which limit the right of persons inviolability in the criminal process*

## THE APPROACHES TO DEVIANT BEHAVIOR OF THE CHILDREN ON THE WORKS OF THE AMERICAN RESEARCHERS

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H.Sheldon (Washington), W.Sidney (New York), B.Donovan (New York), L.Cervantes (Michigan), H.Mackintosh (Washington) – these names of American authors connected with the investigations on the problem of deviant behavior in various forms: disadvantaged, dropout, school-leavers, neglected culturally and economically and others.

H.Sheldon considers that ‘the disadvantaged child is, in general, that child for whom the expression of public purposes is inadequate for whom there does not seem to be a clear path to some economic place in society, who grows up peeling excluded rather than included in American society, or who is at risk because of a variety of family crises, handicaps, or health factors’ [1,2]. The child who is seen as disadvantaged is that for whom the family cannot or doesn’t provide a ‘normal’ or ‘average’ amount of care and upbringing [1, 3].

By W.Sidney the disadvantaged those who come from homes where money is plentiful but where love is lacking. The child from a

broken home may also be considered disadvantaged [2,5].

The curriculum must be adapted to the special needs of the child so that he will become a useful, productive member of society [2, 18].

H. Mackintosh states: ‘severely disadvantaged children lack the environmental background provided by more fortunate families and communities from which language facility and other school foundations emanate’ [3, 1].

Dr B.Donovan writes that there are children who are neglected economically. There not necessary the same children who are neglected culturally, but economic and cultural neglect usually go hand in hand [4, 50].

L.Cervantes gives the typical characteristics of dropouts [5, 198-199]:

- Failure of one or more school years, 85% of dropouts behind one year; 53%– two or more years.

- Frequent change of schools.

- Feeling of ‘not belonging’ (because of

size, speech, personality development, nationality, social class, family disgrace, dress, etc).

- Father figure weak or absent.
- Education of parents at 8 grade level.
- Friends not approved by parents.

It's necessary to set attainable goals for the students [5, 210].

Here we illustrate comparative table of characteristics of dropouts with graduate

Table 1. Psychological tendencies of the dropout

Type of the students	
Dropout	Graduate
Characteristics	
Antagonistic	Cooperative
Concrete	Abstract
Radical	Conservative
Disadvantaged	Satisfied
Proletarian	Capitalistic
Antisocial	Prosocial

Due to the table we can notice contrast distinguish between dropouts and graduate-progressive (dropouts) and negative (graduate).

R.Walker shows how the problem of deviancy may begin evolve as follows which we can illustrate on the table 2 [6, 2-3].

Table 2. The evolving of the problem of deviancy

Stage of deviancy	Escalating of deviancy	Factor
1	The student lacks the basic scholastic skills, reading, writing, speaking, computing and doesn't learn at a normal pace. His inability to learn at acceptable rates contributes to low achievement.	Pedagogical
2	Low achievement is not rewarded and the lack of reward contributes to the students dissatisfaction with school.	Pedagogical
3	The student's need for success is not met by the school, and he turns to other sources for success and fulfillment.	School
4	The schools and parent the student from breaking away from a situation with which he cannot cope.	School and Parents
5	The student chooses to withdraw or stay away from school. He no longer has a feeling of acceptance or self-esteem.	Psychological
6	He develops an unfavorable attitude toward teachers and school system.	Person
7	Finally, he is a major problem for the school, his parents, and society.	Social

Environmental or situational factors and personal characteristics are often listed together but it seems more appropriate to consider both areas separately.

Environmental or situational factors that contribute to the development of personal characteristics possessed by academically disadvantaged youth are [6, 3] –

- Gradually evolving of inability to learn.
- Irregular school attendance and frequent tardiness.
- Performance consistently below potential.
- Little participation in extracurricular activities.

• Behavior problem requiring disciplinary measures.

- Unhappy family situation.
- Friends not school – oriented.
- Education held in low esteem by parents.
- Few reading materials in the home.
- Poor health.
- Parents lack occupational skills.
- Family income low.
- Live in depressed areas.

Personal characteristics associated with rural academically disadvantaged youth are as follows [6, 4] –

- Limited ability to use the basic scholastic skills.

- Limited perception of the value of an education.

- Lack of motivation to learn.
- Weak self – image.
- Lack of self – confidence.
- Dependent upon others.
- Low levels of aspiration.
- Short interest spans.
- Argumentative and hostile or passive.
- Resentful of authority.

Finally, it's a major problem for the school, the parents and society.

The authors consider that environment plays an important role in educational and vocational development of disadvantaged youth. But the teacher often has influence over the community environment. By taking part in community action he can provide favorable conditions in which students will be successful.

#### LITERATURE

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#### *Түйін*

*Мақалада жеткіншектердің девиантты көріністерінің әр түрлі түрлері шетел зерттеулерінде АҚШ-тың түпнегіздері, авторлық тәсілдердің нейтралыққа ерекшеліктері негізінде қарастырылады.*

#### *Резюме*

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

## СОВРЕМЕННЫЕ КОНЦЕПЦИИ СОЦИОЛОГИИ ИСКУССТВА

**Шевченко Л.Я.**

Социология искусства прошла долгий путь от первых общесоциальных прозрений внутри эстетики, теории искусства, философии до сознательного выделения в особую научную отрасль. Вечная проблема «искусство и общество» своими корнями уходило в классическую древность, в частности, в социологические концепции общественной жизни искусства Платона и Аристотеля. Место искусства в образцовом государстве Платона, досуг и его качество как непосредственный политический вопрос, искусство как слуга Справедливости и Законодательства – вот первые аспекты социологического видения художественной жизни общества. XVIII век подвел итоги существования этой традиции, максимально усилил тенденцию анализа искусства как явления

культуры в целом в связи с социальным прогрессом.

В середине XIX века происходит резкий качественный сдвиг в осмыслении динамики взаимоотношений искусства и общества, позволяющий говорить уже о начале формирования особой области знания внутри наук об искусстве. Стремление «не предписывать правила», а описывать закономерности присутствует во всех позитивистско-социологически ориентированных работах того времени. Путь преобразования эстетики, желающей отвечать общему духу времени и потребностям практики, наметил первый социальный психолог искусства М. Гюйо. «Концепция искусства, как и все другие, должна все более и более принимать в расчет человеческую солидарность, взаим-