



KAPITEL 5 / CHAPTER 5⁵ SOCIAL AND PSYCHOLOGICAL CAUSES OF JUVENILE CRIMINAL BEHAVIOUR

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Introduction.

It is necessary to consider a crime and a criminal in dialectical consonance. Otherwise, it is impossible to understand the sources of a criminal act and identify its mechanism of commission. After all, like any human behaviour, criminal behaviour has two main groups of features: a person's motives, purpose, and intention are subjective ones, and physical acts are objective ones. Before coming into actions dangerous to society, crime goes through the stage of internal and psychological maturation. A person first decides and only then commits a crime. The determination of an individual to commit a crime is called an intent. To commit a crime intentionally means to be aware of the nature of one's act, foresee its social danger and consequences, and allow it consciously. Therefore, the nature of the intent primarily indicates how a criminal felt about the crime he committed.

At the same time, the intention differs in the degree of deliberation of the crime: whether it arises suddenly or is prepared long before the crime is committed, whether it is the result of circumstances formed unexpectedly or specially chosen conditions. After all, to assess how morally neglected and socially dangerous a person is, it is necessary to determine how he or she decided to commit a crime. Of course, a predetermined intention indicates a greater danger of the crime and the criminal than the intention that suddenly arises as an emotional attitude to certain unexpected circumstances.

Depending on the peculiarities of a juvenile law breaker's intention, it is possible to distinguish three main groups. The first are those who intend to commit an offense, and the crime is suddenly committed. The second are those who consider an illegal action in advance and prepare for its commitment. Still others intend to commit a crime in advance, but sometimes their intention arises suddenly.

⁵Authors: Spytyska Liana



The first group is characterized by considering an unlawful intention as a socially dangerous reaction to the current circumstances. A juvenile usually does not think in advance about a criminal act or ways and means of achieving a criminal result. Moreover, sometimes, even a few minutes before committing a crime, he does not think about it. The determination to act in one way and not otherwise often manifests itself unexpectedly for a young person and is quickly realized in deeds and actions. That is why it is possible to point to a juvenile's intention as a form of guilt that arises depending on the situation as a reaction to an unforeseen situation.

The second group is characterized by criminal intent, resulting in a superficial and contradictory awareness of social harm. This is expressed in the fact that most adolescents and young men are aware only of the actual side of their act (the actions and a subject of encroachment) when deciding to commit a crime. At the same time, they do not know how to assess the social significance of their act and its harmfulness to the interests of society.

For the third group, the peculiarity of criminal intent is manifested in its focus. It is expressed in the desire to achieve criminal consequences and is determined by the purpose of the crime and its result. Its specificity is primarily in the fact that adolescents or young men do not often have a clear idea of the purpose of the criminal act. Arguments like 'I felt like doing it,' 'I do not know how it happened,' and 'I did as the next man' are often used to explain the reasons for the crime. The specificity is also expressed in the fact that among adolescents and young men, in contrast to adults, contradictions between the purpose of the act and the means of achieving it are standard. Thus, in juvenile crimes, the focus of an intention and its purpose are commonly not antisocial. There is a criminal act without a criminal purpose where they protect their friend's or their dignity, a desire to help another person or build up self-esteem in the eyes of peers, and so on. The specificity of a juvenile's intention is determined by the fact that the psychological source of an intention and goals of the act is age motivation, a set of specific pathogens (motives) that determine a young person's behaviour.

Presenting main material. As a rule, the motives for criminal acts committed by



adolescents and young men are quite different and superficial. They show a pronounced childish motivation. The motives for juvenile delinquency are manifested mainly based on the group actions. As a rule, the most common motives are respect, street credibility, and mimetic response motives, as well as building up self-esteem in the eyes of peers. The fact that most young people commit a crime in a state of intoxication when adolescents and young men lose control over their actions and their motives, to some extent, has a significant impact on motivation. Hence, a relatively high percentage of so-called unmotivated crimes or acts, the internal causes of which cannot be determined by a juvenile. It should always be considered that both juveniles and adults do not always realize the motives for criminal behaviour.

In cases where a juvenile has a clear idea of his motivation for a crime, it often turns out that the contradictions between the level of juvenile harassment and the possibility of satisfying it have a severe impact on him. Adolescents and young men often have exaggerated claims, first of all, of a material nature: to have a certain thing, some pocket money, beautiful and fashionable clothes, etc. If not satisfied, these claims can lead to the development of selfish motives embodied in criminal encroachments on state and personal property.

If to group the most important motives for juvenile delinquency, most of them are characterized by:

- a desire (including by breaking the law) to demonstrate courage, bravery, and determination to peers;
- a senseless determination to commit an offense is expressed in a reckless, socially dangerous act;
- a mercenary attitude towards harassment, for which a juvenile is ready to break some legal prohibitions.

Thus, a young person is motivated to commit a criminal act by something else but unconscious disrespect for the law, lack of an antisocial position, or ideological conviction. For a person, the first place takes a distorted, misunderstood authority among peers, which is more critical for him in a given situation than the interests of society and its members. A person who breaks the law is one who, in a state of



intoxication or being under the influence of a group, does not know how to assess the impulse that has arisen correctly. As a result, he cannot interpret it losing a sense of responsibility for his actions.

Nevertheless, no matter how superficial and elementary criminal intentions may seem, they are still so strong that they can dictate the terms of illegal behaviour to a juvenile. They are so stable that they may determine a relatively long determination for a criminal act. They are so effective that they can be embodied in various criminal acts in different situations. For all their naive and childish motivations, these motives are antisocial in their content and are determined as both minor and severe crimes.

Wrongdoings are most frequent in micro-settings or small social units. After all, a person takes his first steps in small groups and collectives (family, school, various kinds of associations, on the street, among peers and adults). These collectives and groups function as a specific situation that constantly and actively affects adolescents and young men.

The family is the first collective that develops the concept of how to live, what to know, how to behave, and so on. In the family, a young person acquires the first practical skills of relationships with others, assimilating the norms that regulate these relationships. Here, for the first time, there is a conflict between two concepts: what I want to do and what I must not do. All this determines that most character traits that characterize an adult criminal (as well as any other personality) are rooted in the early years of his life. After all, even an adult often looks at phenomena through the prism of assessments and concepts developed in childhood.

A juvenile crime is a specific and sad indicator of unfavourable living conditions and the upbringing of an adolescent and a young man in the family.

The most important factors that negatively affect the development of personality in the family are:

- raising a juvenile in a single-parent family (absence of one of the parents);
- defects in the family structure, mainly in the moral atmosphere of family relations;
- drawbacks in the relationship between parents and children, which are most



clearly expressed in the phenomena of neglect.

The absence of one of the parents violates the integrity of the family as a collective and causes a weakening of educational functions. There are gaps in the organization of control over the child's behaviour; as a rule, the level of exactingness decreases, and the entire psychological climate of family relations changes. However, the external atmosphere that usually develops around the destroyed family negatively impacts a juvenile: genuine and ostentatious sympathy, condemnation of the one 'who is guilty,' and so on. Careless comments, reckless actions, and accidentally intercepted glances of neighbours, acquaintances, and relatives hurt an adolescent and a young man. A person experiences feelings of personal inferiority and redundancy. This often becomes the basis for developing a negative attitude towards the environment, norms, rules, and principles of behaviour.

The point is that a father would not only have a severe educational influence on his son but also restrain him from immoral and dangerous societal acts. The main thing is that those internal psychological layers that determined the possibility of penetration and implementation of motives for criminal behaviour would not have been developed.

An adolescent or young man tries to make up for the absence of one of the parents by imitating other persons, primarily criminals. The absence of one of the parents gives rise to a painful state of inferiority in everyday life and the personality itself. Hence, on the one hand, it results in isolation, bitterness, vindictiveness, and, on the other hand - the desire to achieve authority among peers at any cost to prove that he deserves a more prestigious place and position. Moreover, finally, another trait is a specific form of envy, expressed in the following phrase: 'If I had had a father, I would have had the same material goods as my peers have.'

Deviations from the norm in the behaviour of family members affect the entire spiritual world of the juvenile and his actions. As a rule, such families bring up young people who have adopted from adult family members a cynical attitude to moral values, disrespect for the people around them, and a negative attitude towards social norms and rules of behaviour. Usually, these adolescents and young men most often play a leading role in juvenile criminal groups.



The behaviour of such family members has a considerable influence on the motive and nature of juvenile crimes. Compared to other categories of young criminals, intentional illegal acts are more often observed here. At the same time, the crime is usually based on carefully planned and strong motives.

Brutality, humiliation of human dignity, and immoral actions of adults in such families embitter an adolescent and a young man and thus contribute to developing such motives as revenge and bitterness. On the other hand, such a family atmosphere gives rise to a peculiar psychological reaction of a juvenile expressed in defending his human dignity, asserting himself in the family and among peers. When a family has previously convicted persons, alcoholics, and drug addicts, it establishes the psychology of self-interest and greed in family relations. This fact cannot but harm the motivation of the juvenile's behaviour.

Serious drawbacks in the relationship between parents and children characterize families with deviations from the norm and single-parent families. These drawbacks are most pronounced in neglect with the weakening or lack of control over adolescents. Neglect is a concomitant element of juvenile crimes, one of the sources of socially dangerous actions and deeds.

Severe consequences, for example, are caused by the lack of proper control over the development of a juvenile's needs: unreasonable satisfaction with any whims of an adolescent and a young man, lack of control over the use of the money available to him, inability of parents to protect them from smoking, consuming alcoholic beverages, etc. The supreme motive of their deeds and actions is selfishness, often leading to breaking the law.

It is difficult to overestimate the danger reflected in such forms of neglect as giving an adolescent or a young man free rein to selfish actions and immoral acts. It is dangerous when they are not ready to plan their free time in a civilized manner independently. Cultural leisure means that people involved in it are socially educated. Otherwise, playing sports, for example, is entirely compatible with delinquency. Planning an adolescent's free time with many activities and developing him spiritually is necessary. Then, he will be able to choose the correct behaviour patterns and, in an



unfavourable situation, will actively strive for cultural leisure but not passively wait for people to start entertaining him.

Children have to pay for their family's mistakes in upbringing. They often become helpless when meeting with stronger and morally corrupt people. Having no experience communicating with people, they willingly make contact with persons dangerous to society, who make them similar in their thoughts and behaviour. As an instrument of someone else's will, adolescents take the path of committing crimes, involving their peers in socially dangerous activities.

Unfavourable conditions of family upbringing are only the initial link in the chain of circumstances that a juvenile delinquent faces. The older an adolescent gets and the wider his social circle, the greater the number of factors affect him. A more significant place in his life begins to be occupied by friends, peers, and adults who are not his relatives. Every year, more and more of the adolescent's attention is attracted by the people around him, their actions and behaviour. He takes their thoughts, assessments, and judgments more and more seriously. By the time of the legal liability age, an adolescent is already in various contacts with peers and adults, has some experience communicating with people, and begins to determine his attitude to them and the immediate environment consciously.

It is difficult to exaggerate the harm to crime prevention caused by adult instigators and organizers of juvenile crimes. However, it is necessary to understand that those most often involved in criminal activities are adolescents and young men who are already prepared for this to some extent. Many of those involved are juveniles who were brought up in unfavourable family conditions and have already learned some negative traits from the domestic environment: greed, self-interest, disrespect for elders, cynical attitude towards women, etc.

Another thing is a group of juveniles who committed a crime on their own, without the participation of adults. Committing a group crime is usually preceded by a long acquaintance of adolescents and young men, joint free time spending, and a community of activities, interests, and hobbies. A criminal group gradually grows out of previously formed group relations. In these relationships, the negative influences of



everyday life and age characteristics take on the most degenerate forms: increased emotionality is expressed in intemperance; the desire for self-assertion – in brutality, rudeness; the desire to be an adult – in cynicism, vulgarity; lack of labour skills – in contempt for the work of other people, etc. Cynical evaluations and judgments, supported by the group, begin to be perceived by adolescents and young men as a rule and principle of behaviour. All these result in the more incredible determination of the group to commit crimes and perform antisocial activity. This is expressed, in particular, in the mandatory participation of each group member in group crimes.

Adolescents and young men join a criminal group, as a rule, voluntarily, without external coercion. After all, in the psychology of a criminal group, there are undoubtedly elements that attract a juvenile: false romance, false heroics, cynical assessments of certain phenomena, straightforward judgments about the prohibitive aspects of life, and so on. Under the influence of this psychology, a juvenile begins to restructure his views and ideas about the people around him, society as a whole, and personal and social goals and objectives more and more significantly. Ultimately, the negative influence of the group finds its logical conclusion either in episodic crimes or in a system of socially dangerous group actions.

Thus, antisocial manifestations among juveniles are closely related to the existence of criminal groups. These groups are a manifestation of the highly negative impact on adolescents and young men of unfavourable conditions of family upbringing, as well as the negative impact of the domestic environment in the yard, in the street, communication with criminal elements, etc.

Consequently, the development of a juvenile lawbreaker is influenced by many circumstances. Some circumstances play the role of direct causes of criminal acts. They determine the process of forming socially harmful motives, encroachments, and peculiarities of their embodiment in dangerous actions and deeds for others. Other circumstances act as conditions that determine the persistence of these causes and facilitate their manifestation in juvenile delinquency. As a rule, they strengthen the effect of causes to commit criminal acts. They are the mandatory factor on which the causes of socially dangerous activities of adolescents and young men are realized.



The first group includes negative factors of family upbringing and everyday life. Whatever category of juvenile delinquents is taken, they all acquire their first harmful content in the family and domestic environment. The environment introduces into the juvenile's program of motives and behaviour those negative traits that later manifest in criminal and immoral actions.

The second group includes factors in the educational process organization in secondary schools, colleges, and industrial collectives. The shortcomings of this kind of upbringing can play a negative role in a juvenile's behaviour. In the same cases, when a young person is influenced by harmful elements of family and domestic relations, there is a fundamental basis for socially dangerous personality development.

A juvenile delinquent is a volatile and dynamic personality with a strange inconsistency of judgments, conclusions, motives, behaviour instability, illogical deeds, actions, etc. In the psychology of the lawbreakers, there is a unity of incompatibility: the duality and contradiction of the very basis of the personality, its relation to society, the people around him, and the norms and rules of behaviour.

Obviously, the contradictory nature of psychology is characteristic of adolescence in general. Moreover, the development of the personality of this age can proceed only based on overcoming internal contradictions and their unity and struggle.

The internal contradiction of a lawbreaker's personality has several peculiarities. The main one is that the contradictions of the spiritual world manifest in a social orientation that seems incompatible within the framework of one personality: positive and negative. This means that in the system of motives of an adolescent and a young man who have committed an offense, as a rule, there is a pronounced internal conflict between the moral attitude to social values and valuable activity, on the one hand, and the immoral, cynical attitude to norms and rules, which is expressed in antisocial activity, on the other. The second peculiarity lies in the fact that the internal conflict of the individual is resolved in specific and most tense life situations in favour of the negative orientation of antisocial aspirations. The crime of a juvenile is often the wrong solution to the internal conflict of the individual, who is at the stage of the most essential development of social qualities.



Antisocial character traits and qualities of a person are always intertwined and interact with his positive character traits and qualities. There are no negative personalities, even among the most hardened criminals, not to mention juvenile delinquents. There are always elements of positive beginnings in their views, based on which it is possible to prevent violations of social norms and correct or re-educate a lawbreaker. The most common among young delinquents and criminals are such positive traits as love for parents, relatives, etc.

An analysis of the internal contradictions of a juvenile delinquent's personality allows the conclusion that contradictions manifest in the most acute form of moral consciousness. They embrace the personality and the entire spiritual world and find the most striking expression in this person's attitude to moral norms. The duality of the moral views of the juvenile, his attitude to the norms of morality, is most often manifested in the fact that he seems to have two morals: one is for society, and the other is for himself. The first one, as a rule, is hypocritical, covers up disrespect for society and its requirements, and has an indifferent attitude toward the people around and their interests. The second one is usually quite cynical and selfish, indicating spiritual poverty and the lack of a practical societal goal.

A young man sometimes disguises himself sophisticatedly to form a favourable impression on others. However, all the shortcomings are revealed in a conflict situation that requires an uncompromising choice between good and evil. Indeed, in comparison with the usual conditions of human activity, conflict circumstances, especially if they arise suddenly, cause a state of increased mental tension in a person. Moreover, this drastically reduces, and sometimes nullifies, the ability to mask one's true feelings, thoughts, and intentions.

In adolescence, the duality of the individual's moral values is gradually overcome. However, even in this age period, an internal contradiction in attitude to the norms of morality is often revealed. This often happens against the background of active development of views and a critical attitude to the surrounding phenomena. In young men, there is a contradiction between formally assimilated ideas (including those of moral order), on the one hand, and the inability to use them critically to explain



phenomena and guide their behaviour, on the other hand. Often, such a contradiction finds a way out in deeds and actions directed against socially formed values. The internal contradiction of the worldview determines the duality of moral positions and the gradual transition to the position of cynicism.

The contradiction of the moral consciousness of a juvenile is one of the essential psychological prerequisites that determines the emergence of incentives for illegal actions and deeds. The duality of morality is most conducive to developing such motives of antisocial activity as greed, self-interest, revenge, and bitterness.

The moral contradictions of juveniles are directly manifested in the logic of deeds and actions. It would be more accurate to point out that contradictions are manifested in the absence of such logic.

The duality of moral traits and attitudes makes a juvenile incapable of consistent actions in various conditions. Having no stable moral criteria in evaluating the actions of others and his own, he turns into a plaything of random circumstances and influences. Moreover, although such an adolescent or a young man often has good intentions for the future and good plans in general, today, he acts as the current situation dictates. The result is deeds and actions contrary to the young person's life plans and long-term aspirations.

The most insidious expression of the duality of the juvenile's morality is hypocritical behaviour. In front of relatives, adults, and mentors, an adolescent or a young man tries to behave according to generally accepted moral requirements and norms, and when out of control, he just as quickly commits immoral acts. A small lie always leads to a big lie, and an immoral act severely violates the law. Moreover, a seemingly quiet, positive adolescent suddenly becomes a delinquent. In such cases, teachers, educators, parents, and sometimes law enforcement officers throw up their hands in surprise and talk about an 'unexpected' crime.

Practice shows that 'unexpected' law violations are not so rare. As a rule, about a third of juvenile delinquents are not considered a problem adolescent, are not registered with the police, and are not on the lists of persistent educational and labour discipline violators. They act in their own family as "good children," "obedient and docile," and



sometimes even held up as a positive model. Such lawbreakers, as a rule, are unexpected to others. Sometimes, the crimes of such young people are judged as accidental.

In criminal practice, some crimes are accidental and severe episodes in an adolescent's or young man's life, but they happen rarely. Much more often, you have to deal with the usual deception of others, the disguise of the real personality, which is morally contradictory and hypocritical. Therefore, it is necessary to be very careful in assessing such unexpected crimes and those who committed them. It should also be taken into account that the category of juvenile delinquents, so-called bearers of evil morality, is the most complicated in pedagogical terms. As a rule, little attention is paid to such young people in educational institutions and labour collectives. They are considered relatively prosperous, somebody in the middle, to whom measures of educational influence are least applied. Wickedness serves them as a reliable tool they hide primarily from positive influences. Therefore, such people often have persistent negative traits. Re-educating such young people is much more challenging than outright lawbreakers, brawlers, and bullies. Another contradiction comes to the fore in this case: it is the disharmony of moral and legal views, perceptions, concepts, and assessments.

Against this psychological background, significant defects in the legal perceptions and assessments of juvenile delinquents are especially clearly manifested: lack of a correct understanding of the harm they cause. Adolescents and young men do not think about the harm they cause by their actions. This means that the majority of juvenile delinquents have no idea of the social harmfulness of such acts and actions.

A misconception about the harmfulness of acts significantly affects the entire spiritual world of a juvenile, particularly his moral views. Distorted ideas about the harmfulness of the acts committed are directly reflected in the consciousness of a juvenile with certain correct moral concepts, concepts of goodness, justice, honour, conscience, and so on. In such cases, an adolescent and a young man are unaware of the inner incompatibility of distorted and correct ideas. This seriously complicates the process of educating them. In the judgments and actions of juveniles, some integrity



and consistency are manifested.

However, no matter how juveniles imagine it, a crime always remains socially dangerous. Therefore, illegal activities come into conflict with established moral attitudes. Often, a juvenile is captured by his wrong legal ideas, facilitating the development of a determination to commit an illegal act.

Thus, a juvenile delinquent represents:

- a complex system with pronounced and rather critical negations, contrasts, and opposites;
- inconsistency of behaviour, an internally unstable system with a pronounced dependence on the situation;
- the situation is usually characterized by conflicts that require quick solutions based on moral and legal principles;
- a pronounced duality of morality and disharmony of moral and legal ideas, views, and feelings;
- flagrant violations of moral, legal, and other social norms as a manifestation of the conflict between society and an individual.

It is easy to note that, in general, a somewhat contrasting scheme is obtained with an internal duality of all elements without exception. A juvenile delinquent is so contradictory in his spiritual world, actions, and attitude to the situation and society that it is impossible to form a single model internally.

Contradictions in the personality of a juvenile lawbreaker do not arise by themselves due to a conflict situation and inconsistency in behaviour. Internal contradictions can only result from contradictory external influences or denials of life experience.

The inner dual nature of an adolescent and a young man is based on the contradictions of his immediate environment. This environment consists not only of phenomena of the material order but also of elements of consciousness. The immediate environment creates a peculiar socio-psychological atmosphere of contrasting feelings, judgments, demands, etc. The direct and immediate contact of a juvenile with this environment leads to the fact that in his psychology, the contradictions of the



immediate environment seem to be transformed.

The peculiarities of external contradictions reflected in an adolescent's inner world largely depend on the forms of his communication. It is known that more and more people are drawn into a juvenile's communication sphere over time. The circle of connections and contacts is expanding. By the age of adolescence, the individual constantly communicates with family members, relatives, classmates, and a significant circle of people at the residence. By this period, the intensity of communication and the tension of psychological relationships with adults and peers increases significantly. The need for trusting communication with adults gradually develops and grows in early adolescence, along with the importance and intensity of peer relationships. This kind of communication includes co-workers, mentors, and older people. Moreover, if a young man or an adolescent does not find himself among his classmates, he will seek companionship somewhere else.

When studying the internal contradictions of a juvenile delinquent, it is necessary to consider that the undesirable influences of the environment are precisely expressed in a contradictory moral orientation towards a particular system of relations. With all the contradictory relations the juvenile finds himself in, it seems possible to single out the main ones and bring them into several groups.

The first group is the contradiction between the family and the collective. Not all of these contradictions have a direct negative impact on a juvenile. After all, some of them are a prerequisite for improving and developing intra-family and intra-collective relations. They act as an indispensable condition for strengthening the family and the collective, eliminating all that is old and interferes with the internal unity of these social units. These are the contradictions that, after being overcome, are approved. These new contradictions meet the requirements of modern morality of relationships between family members and a collective.

However, there are other contradictions. They destroy the inner integrity, create unfavourable conditions for upbringing, and ultimately lead to the development of a spiritually unstable personality. This primarily applies to the family conditions of a juvenile delinquent's upbringing. Here, internal contradictions manifest themselves, as



a rule, in the form of an acute conflict between family relations that meet the requirements of morality and the immoral position taken by individual family members. Especially detrimental to a juvenile's inner world are those contradictions expressed in family members' immoral and antisocial actions, that is, in the presence of direct sources of antisocial and immoral influences within the family.

However, the intra-family contradictions 'hidden' from the superficial view are no less important. Such contradictions include defects in the atmosphere of family psychology and a degenerate understanding of the values chosen by family members.

Intra-family contradictions negatively impact the inner world and behaviour of a juvenile when the pedagogical incapacity of parents aggravates them. Parents do not often understand that the most important thing for an adolescent in the family is a feeling of safety and respect.

Conflicts between parents and children create a particular tension in juveniles' lives and lead to the fact that they either turn into weak-willed executors of parental demands or look for other forms of self-assertion as individuals. The juvenile gets out from under the influence of the family and does not always find good friends and mentors. Sometimes, the result of this is an offense.

The disclosure of the social nature and psychological characteristics of the personality's contradictions brings quite essential touches to the juvenile delinquent's portrait. It appears as an internally unified system with complex to compatible psychological traits and qualities, their struggle and interaction. Moreover, the more acute the internal conflict and the duality of the inner world inherent in the juvenile, the more inconsistent his behaviour and the sharper the amplitude of fluctuation in his actions between good and evil.

The most acute conflicts are inherent in the moral consciousness of the juvenile. It is no exaggeration to point out that the duality of morality is an intrinsically necessary prerequisite for the majority of antisocial acts of adolescents and young men. Therefore, the main direction of educational work with this youth category should include improving forms and methods, first of all, of moral influence on an individual. Such improvement presupposes a deep knowledge of the juvenile's internal



contradictions and provides him with timely assistance in overcoming them.

An adolescent and a young man need help with what he needs most. Moreover, he lacks inner integrity and the ability to understand his contradictory views, assessments, and judgments correctly. The art of the educator consists precisely of noticing the contradictions of the personality in time and helping to assert positive traits. To do this, it is necessary to influence all aspects of the personality: intellectual (awareness of the significance of moral values), emotional (moral experiences and feelings), and practical (moral deeds and actions). Only such a comprehensive influence on overcoming the duality and contradiction of the juvenile can give effective results in education. They will be higher the sooner the educator reveals the contradictions of the juvenile and helps to overcome them faster.

It should always consider the presence of internal contradictions in the views of the individual. However, it does not mean that it excludes antisocial acts but creates fundamental psychological prerequisites for this. When favourable situations arise, these prerequisites are realized in illegal and immoral actions and deeds. Thus, educational work to overcome internal contradictions in juveniles can be characterized as early prevention of antisocial manifestations.

When organizing educational work with juveniles, internal contradictions of the inner world should not be considered as some spontaneously arising negative phenomenon. The contradictions of a juvenile do not arise by themselves but as a consequence of his social practice, life experience, and the conditions in which his character traits and qualities are developed. Contradictions in the surrounding conditions determine those internal contradictions of the individual, which are the psychological prerequisites for illegal and immoral acts.

The antisocial behaviour of a juvenile, as well as of another person, is to some extent a consequence of two groups of contradictions: the first is external to the individual (the contradictions of the environment and groups), the second is the internal contradictions of the spiritual world of the individual. Educational measures and the degree of achieved unity of social requirements significantly and directly influence the relationship between these two groups of contradictions. It is no coincidence that the



susceptibility to conflict is exceptionally high in early adolescence. Adolescents are pressured by educational sanctions. Educators always demand them to behave as adults. At this age, conflicts arise in addition because of the individual behaviour of the educators and often contradictory educational requirements.

A young person faces a choice of activity, lifestyle, ideals, etc. Therefore, he needs a kind of standard, a specific role model, which helps to establish a connection with the outside world, determine his life position, outline personal goals, and correlate them with the goals of other people and society. A model to follow, therefore, is necessary for an adolescent or a young man to make the right choice in the problematic social conditions he is in. The mistake of choosing an ideal to follow has particularly grave consequences here. It can adversely affect the solution that is important for his future. It can distort an unformed personality and eventually lead to offense.

At the same time, it is also necessary to consider the psychological characteristics of age. Although they do not determine the need for a role model, they affect the realization of this need. These features, on the one hand, facilitate the search for the ideal and, on the other hand, create favourable conditions for the personal acceptance of vicious and hostile models. Moreover, this means that developmental psychology not only facilitates the choice of ideal standards of behaviour and activity but also creates more significant difficulties for such a choice.

The absence of an ideal is an internal prerequisite for a juvenile's immoral and illegal behaviour. The lack of an ideal for adolescence causes a weakening of the criteria based on which the choice of actions is made, giving rise to superficial views about their social significance and moral content.

Most juvenile delinquents, precisely because of a lack of an ideal, become inclined to imitate negative models uncritically. They frivolously, and sometimes thoughtlessly, obey the motives that arise in a given situation and implement them in dangerous, illegal acts. Thus, the crime and the lack of an ideal in the juvenile have a causal relationship.

It is known that the ideal has different forms. There are two of them: ideals as an image of a particular person, whom a juvenile defines as the embodiment of the best,



most valuable qualities from his point of view (the character of a work of art, a historical figure, real people, etc.), and the ideal as a generalized image, an integral set of ideal qualities and the features in an adolescent's and a young man's opinion.

In most cases, the first form of the ideal has not been formed in juvenile delinquents. The motive for their activity is not to imitate a highly moral personality or a positive image from works of art. Having naively lost children's standards of behaviour, they do not find reasonably perceived and emotionally supported people to follow that facilitate the choice of the right way of life. Many of them either do not think about such a person, are sceptical about it, or put forward adverse facts in opposition and distort the moral traits and qualities of the individual. The causes of such a psychological phenomenon are often events and circumstances painfully experienced earlier: disappointment in a close person, cases of adult deception, betrayal of a friend, injustice, etc.

The catastrophe of the ideal is a tragedy for an unformed personality, which usually occurs in the eyes of educators and adults. The facts led to a reassessment of role models, who often need to be more serious to adults, and the experiences of young people seem superficial. The lack of help and support from educators leads to the fact that a juvenile may lose faith in any positive ideal.

Compared to other age categories of criminals, juvenile delinquents are more likely to have a specific person as an ideal who has become a role model to follow. This is an expression of the general tendency inherent in adolescence: at this age, as noted by psychologists and pedagogues, the ideal is most intensively developed as a concretely sensual image, often taken from the immediate environment. This process is associated with a particular psychological state: the expectation of communication. Adolescents have an increased interest and emotionality concerning every new person who appears in their life: a new teacher, a new acquaintance, a newcomer to the class, new guys in the yard, etc. When meeting new people, an adolescent is looking for confirmation of those ideas and images that he has formed or is in the process of forming. In adolescence, these relationships have a slightly different character: interest in the new is expressed in the desire to comprehend facts and theoretically deduce



collective images and concepts. However, this is by no means a separation from concretely sensuous phenomena. Moreover, the development of moral abstractions presupposes a constant facing with reality and verification by real-life examples.

Life is varied and contradictory. Juveniles' ideas about the ideal are contradictory and diverse. Moreover, delinquents often associate a positive ideal with such imitators as having nicknames instead of surnames and one or two sufficiently conspicuous and spectacular traits instead of perfect ones. Juveniles most often choose such persons who are unworthy of such treatment. This is not due to any extraordinary viciousness of juveniles or their craving for the negative, but due to the lack of life experience and inability to understand people correctly or evaluate them from the adult point of view.

A significant role is that a juvenile chooses a negative image as a model and has serious shortcomings in educational work. It should not be forgotten that the psychology of the offender is only the extreme and most well-known form of the psychology of juveniles. The same situation is with an ideal. Numerous studies show that not only the offenders but also many adolescents and young men have not firmly formed ideals yet.

The increase of an ideal's role as an incentive to activity is inextricably linked to the development of profoundly conscious goals and life plans in adolescents and young men. As the study of the psychology of juvenile delinquents has shown, the main drawback is the discrepancy and even contradiction between speculative ideals and the practical goals that young people set for themselves. For most of them, the ideal differs from the image they would like to build their future. In their minds, the ideal and life plans exist separately. Neither the ideal nor the life goal weakens and becomes a stimulus for action. Their place is taken by random and often negative images and motivations. Gradually, positive life plans for the future profession are destroyed.

Conclusions.

Thus, there is no doubt that overcoming shortcomings in forming the ideals and life goals of juveniles is essential in preventing delinquency and crime. Improving this area of school educational work is primarily associated with improving social



orientation activities for adolescents and young men. Such an orientation should contain a moral ideal and a life goal functioning together. For those who graduate from school, this goal comes down primarily to choosing a profession, considering their abilities and interests correlated with the interests of society.

It is known that with aging, young people expand the range of moral concepts, and there is a desire for a more generalized consideration of a person's moral qualities. Adolescents and young men begin to assess correctly and quite clearly realize how another person does his duties and how he manifests himself concerning the people around him. However, they still need to be sufficiently aware of the more complex inner qualities that express a person's relationship to himself and the qualities that characterize the general orientation of the personality and the line of his behaviour. Hence, young people's ideas about the moral portrait of a person are naturally characterized by some superficiality, external expressiveness, and insufficient internal validity. This creates the prerequisites for the instability of ideal models, for their rapid change and easy susceptibility to negative influences.