

**ОСОБЕННОСТИ ПОНИМАНИЯ ДЕВИАНТНОГО УЧЕБНОГО ПОВЕДЕНИЯ
С ПОЗИЦИИ ПСИХОЛОГО-ПЕДАГОГИЧЕСКОГО ПОДХОДА
ИНФОРМАЦИОННО-КОММУНИКАЦИОННОМ ПРОСТРАНСТВЕ**

**Зинович О.Ю., аспирант кафедры психологии и педагогического мастерства
ГУО «Республиканский институт высшей школы»**

преподаватель кафедры маркетинга и международного менеджмента,
Полесский государственный университет, zinovich.o@polessu.by

Аннотация. В данной статье рассматривается один из наиболее перспективных теоретико-методологических подходов к изучению феномена девиантного учебного поведения, распространенного среди студентов учреждений высшего образования. Целью статьи является анализ изучения причин использования студентами в образовательной деятельности списывания, подсказок, компиляции, плагиата и иных негативных форм учебного поведения, реализуемого в информационно-коммуникационном пространстве. Обосновывается мысль о том, что учет выводимых автором положений будет способствовать облегчению условий прохождения адаптационного периода, повышению уровня информационной культуры, а также в целом качества профессиональной подготовки молодых специалистов в Республике Беларусь.

Ключевые слова: цифровая трансформация образования; девиантное учебное поведение; информационно-коммуникационное пространство; бально-рейтинговая система.

The interaction of a personality, family and society is transformed into a qualitatively new type of social relations entailing reality changes of life-sustaining activity including the changes of modern student's society in the conditions of intensive social and economic development, dominating market relations, weakening of the cultural continuity system and global digitalization. Rapid development of society based on the intensification of social processes is in dire need of highly qualified specialists with cross-cultural competencies meeting the new requirements of labor market, business and high-tech manufacturing.

An essential layer of society at risk is a group of former applicants who has got a new social status. In terms of social orientation for transformation processes today's younger generation feels a need for development of more psychologically sustainable behavior oriented to taking responsibility for the quality of its higher education and application of acquired knowledge in the professional activity. Based on social and demographic characteristics the integration of new value orientations, norms and rules of behavior occurs much faster and is in dire need of social and cultural human identity in the sociocultural community. The lack of clear boundaries between norms and deviations as well as evolutionary processes of digital transformation often leads to conscious and unconscious manifestations of deviant educational behavior.

Cumulative experience of modern science proves the existence of different approaches to consideration of the declared subject of the research caused simultaneously by several factors at different levels of individual's development. A comparative and contrastive analysis of the scientific literature [1-4] allows to identify the psychological and pedagogical approach among the main theoretical and methodological approaches to the understanding of deviant educational behavior. Its identification in terms of the declared subject of the research is based on the criteria definition of conceptual positions on the complicated system of the psychological and pedagogical factors determining students' deviant educational behavior in the information and communication space.

From the perspective of the psychological and pedagogical approach outlined in the research works of N.V. Latov, Y.V. Latova, V.L. Lozitsky, E.I. Medvedskaya, A.V. Nikitov, V.V. Radaev and I.S. Chirikov [1-4] the authors update the existence of the complex and contradictory system of needs, motives, values, images and actions causing the choice of the educational behavior model connected with the practice of cheating and using cribs, falsification, compilation and plagiarism. V.L. Lozitsky submits that the phenomenon of the behavioral practice selected by the students of higher education institutions can be described "... in the context of the provisions of the educational activity motivation concept which are applicable to the analysis of motivational sphere in learning and choice of goal-oriented incorrect behavioural strategies" [2, c. 307]. In terms of the goal-oriented educational behavior model to resolve the contradictions among current needs, view of reality and social requirements "a student in whose incorrect educational behavior a goal-oriented nature dominates adjusts his or her behavior by choosing a strategy for achieving a maximum possible result optimizing available resources" [2, c. 306-307]. It has been observed that the choice of the forms of students' incorrect educational behavior at higher education institutions depends on the level of the universal competence formation. The higher the level of universal competences is, the more complicated form of cheating or other negative actions students choose to avoid detection of breaking the rules or criticism and in some cases the punishment for incorrect educational behavior. Within the psychological and pedagogical approach the behavior is advisable to determine as students' deviant educational behavior.

Students' deviant educational behavior at higher education institutions is understood as a special form of educational activity which is manifested in punishable violation under moral, ethical, academic and legal norms and requirements and the reason for conscious personal choice is the contradictory system of motives, values, images and actions. The main essential ethical characteristics of students' at higher educational institutions can be considered taking responsibility for their own education quality, need of full development of the human personality and rational individualism which becomes apparent upon performing creative and control tasks.

Students of a higher educational institution using such forms of deviant educational behavior as write-offs, prompts, compilation and plagiarism in their educational activities does not see themselves as active free participants in their own life taking responsibility for their personal development. Therefore, their personal life course is determined by external factors (natural, social, psychological) that leads to existen-

tial vacuum manifested in the loss of educational motivation, the feeling of educational activity meaninglessness and depression.

Students' ethic interrelating in the information and communication space implies meaningful ethical entity characterized by a common goal, the definiteness of personal values, the changelessness of life principles and conformity with a certain pattern of behavior accepted and approved by the society. The behavior of students at higher educational institutions is relative and controversial, complex and multifaceted phenomenon caused by a variety of principles (age peculiarities, social roles and influence of the society). The personalities with their own value system, unique experience, abilities, skills, needs and interests which are different from accepted ones in a particular society will be susceptible to the manifestations of deviant educational behavior as systemic violations of society's demands introducing imbalance in generally accepted ideas about the ethics of chosen means for carrying out educational activities.

Deviant educational behavior is a relative category in the context of class and cultural diversity. The academic staff as a cultural system aimed at the achievement of common three-fold objective and the improvement of qualitative and quantitative assessment of acquired knowledge in accordance with the ball rating system aim to prevent, recognize, assess and eliminate the manifestations of violations of the educational behavior norms accepted in students' communities applying positive or negative sanctions. A deviant faces the disapproval of the wrong educational behavior by society through abusive tones, clarifying the relationship with verbal jousting, demonstrative rejection.

It is impossible not to take into account the peculiarities of national mentality considering the problem of the ratio of collectivism and individualism. Belarusian students study in permanent groups during the entire period of their study. The students of higher educational institutions have no opportunity to choose academic disciplines in accordance with their own interests and abilities. The schedule and the arrangement of lectures and practical classes are developed separately for each group that creates favorable conditions for in-group solidarity and reflects the implementing of the principle of collectivism.

The feeling of in-group solidarity leads to changes in attitudes towards plagiarism, write-offs, borrowing the results of someone else's work, looking to others for help during the test and the services of private unitary enterprises rendering educational services. The use of this practice is no longer perceived as the violation of moral and ethical behavioral norms and rules in the academic environment and is seen as the act of mutual assistance. Timely informing academic staff about the fact of violation is seen as a form of betrayal and is criticized by all members of the group.

According to E.V. Zmanovskaya and V.Y. Rybnikov "... existential-humanistic psychology is focused on the highest exercise of the human individuality such as spiritual existence and self-actualization. ... That is why deviant behavior certainly can be considered as the result of existential problems and violation of spiritual development" [5, c. 55]. Individualism manifesting in students' individual initiative, self-confidence and knowledge, contributes to the strengthening of self-esteem, self-respect, increasing students' responsibility for their actions.

The presence of various deviant educational behavioral forms in institutional organization of a modern university in current terms of evolution to the model "University 4.0" comes into sharpest collision in relation to the current academic and legal norms and requirements having subjected the control and assessment system of future specialists' step-by-step competence formation process to distort. The blurring of ethical requirements and moral norms based on the principle of collectivism and students' in-group solidarity at higher educational institutions prevents the professional formation of young specialists having general-purpose, basic, professional and specialized competencies.

The research of deviant educational behavior through the psychological and pedagogical approach does not provide an explanation of all their manifestations that highlights the need for integrated consideration of this phenomenon based on the theoretical and methodological approaches. The acuteness and complexity of the nature of the problem of deviant educational behavior conducting by students at higher educational institutions in the information and communication space and the analysis of the reflection of research the stated issues by psychological and pedagogical science allow to single out a number of fundamental generalizations which are important for identification of promising areas and assignments for scientific inquiry within scientific discussion.

References

1. Latova N.V., Latov Y.V. Obman v uchebnom protsesse [Fraud in educational process]. *Obshchestvennye nauki i sovremennost* [Social Sciences and Modernity], 2007, no. 1, pp. 31-46. (In Russian)

2. Lozitskij V.L. Nekorrektnoje uchebnoe povedeniye studentov uchrezhdenij vysshego obrazovaniya i yego psihologo-pedagogicheskaya determinatsiya [Incorrect educational behavior of students in institutions of higher education and its psychological and pedagogical determination]. *Nauchnye trudy Respublikanskogo instituta vysshei shkoly. Istoricheskie i psihologo-pedagogicheskie nauki* [Scientific papers of National Institute for Higher Education. Historical and psychological-pedagogical sciences]. Minsk, RIVSH, 2015, no. 15, pp. 303-307. (In Russian)

3. Medvedskaja E.I. Spisy'vaniye: boriba ili poisk al'ternativy' [Cheating: struggles or looking for an alternative]. *Adukatsy'ja i Vy'havannje* [Education and Upbringing], 2013, no. 5, pp. 83-86. (In Russian)

4. Nikitov A.V. Uchimsja bez shporgalok. Kak sdelat' samostoyatel'nuju rabotu studentov samostojatel'noj [Study without cheat sheets. How to organize students' independent work]. *Platnoje obrazovaniye* [Fee-paid education], 2006, no. 9 (47), pp. 20-23. (In Russian)

5. Zmanovskaya E.V., Rybnikov V.Y. Deviantnoye povedeniye lichnosti i gruppy [Individual's and Group's Deviant Behavior]. St. Petersburg, Petersburg, 2010, pp. 352.