TEENAGERS AND DYNAMICS OF THE BEHAVIORAL DEVIANCE

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Abstract: Most people have most often means psychological (cognitive-affective) and social conditions necessary to adapt smoothly to the socio-cultural environment. Also, most people comply with company rules most of the time. This is due to their psychological normality and socialization process they went through, and structures of social control. Being undisciplined at school, lying their parents, deliberately throw the food under the table or under the couch at a party, talk during a symphony concert, to be obscene break a shop to steal, harass your child to commit a rape or kill loved that you broke up, are all deviations from normal behavior . But not all have the same gravity. Some deviant acts are subject to social disapproval, while others are criminal sanctions. Therefore extremely varied deviant acts do not enjoy the same attention from researchers domain. Everyday school practice show a variety of behaviors of students, some predictable and desirable in terms of educational objectives, others on the contrary, that violates norms and values promoted in the school. Teachers noticed only the behavior of their pupils which, by their nature, disrupts the normal functioning of the educational process, often minimizing positive behaviors. Problem definition and conceptualization or identify the causes of behavior are important for establishing action plan. Interview with parents is useful because to be selected problems and to gain a common understanding of the causes of the problem.

Keywords: social conditions, socialization process, social disapproval

Introduction

The deviance refers to two distinct phenomenon on the: violation of a requirements by which individual is placed or is placed in a situation of marginalization, as when is not observed an article of law or rules of civility and non-application of a rule of conceptualizing what put out individual outside rationality established and socially accepted because he no

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longer inspires confidence, it appears as irrational, crazy or ill. Behavioral disorders means individual deviation from the rules psycho-moral background of endogenous causes affecting normal mental functioning. Deviant behavior refers to deviations from rules and functional values to the society or to a group. One of the findings relate to the particular variety of deviant behavior that a person can manifest throughout his life he dons forms growing in scale and severity from one stage of life to another. Importance of a thorough investigation to hire or not a category of deviant behavior is evident. However, psychodiagnostic evidence usable in such situations are not accessible to everyone, requiring special training and compliance with standard conditions in the administration and interpretation.

Theoretical approach

Everyday school practice show a variety of behaviors of students, some predictable and desirable in terms of educational objectives, others on the contrary, that violates norms and values promoted in the school. Teachers noticed only the behavior of their pupils which, by their nature, disrupts the normal functioning of the educational process, often minimizing positive behaviors. In such cases, teachers nominate students use to them creating problems as "unruly," "disobedient", "bad" or presenting different "behavior deviances". In practice current school, it can be said about behavior that becomes a problem when, by its intensity and its forms of expression, endanger the physical safety and emotional person who practices it or bystanders, overcoming also critical threshold tolerance / acceptance of the teacher.

It is natural that new generations have other expectations and produce new ways of solving for industrialization, labor productivity growth and industrialization needs, namely consumption, population explosion and uneven population resurgence worldwide. Mobile communications system online via wireless, GPS-based orientation are just some of the new technological discoveries that make life easier for any couple. However, not all those who want such things can afford, for which uniiîși postpones meeting these needs until the conditions will be favorable, while others give up and try to focus on goals tangible, and others try to obtain the expected results in ways not always lawful.

The divergence between different value systems proposed by the company is an important factor that could produce deviant behavior among students. The concept of "moral value" means those requirements or general requirements which are necessary to achieve the ideal of

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human behavior and moral virtue that live subjectively, with a bipolar character, inexhaustible, abstract and historically determined.

Problems arise when the material values govern the entire existence of the person. In this case, the student, at age searches, will have great difficulty in distinguishing values to be followed (the proposed family, school, or those of informal groups), therefore it is the duty of parents and teachers to help him understand the meaning and significance of values and to shape a system axiologically properly.

The moral factors can influence lesser or greater personal conduct, causing deviations from normal only in certain cases, the conjugates with other causes related to the person or restricted environment with which it comes into contact.

Dysfunctional families are not necessarily the missing parent or both parities. Degree of cohesion of the family unit is expressed by the adaptability and flexibility of its members. Such cohesion is measured by indicators such as: emotional engagement, independence, borders, coalitions, space, friends, decision making, interests or leisure. On the other hand, crisis situations require changes in educational structures, roles of power and a flexible interpretation of the rules, which could allow a better adaptation of its members mail chain context.

Research data

In this regard, aimed predominantly dysfunctional families achieve personal purposes, being relatively less involved in joint work, while existential crises are addressed rigid and inflexible positions. Often, this kind of behavior is met including families where both spouses live together, but emotional relationships are altered, which may negatively to children. This could mean that one parent (even resulting in divorce) is preferable to one in which the relationships between partners are marked by many tensions.

Another stereotype is that the numerous family members are rather predisposed to deviant behavior than those from families less numerous, the argument being given the difficulties that those in the first category have in maintaining discipline. This is also partly true, provided the daily practice cases show a lot of families having many children with no behavioral problems. It may be considered disorganized family is one in which its members is established between a low cohesion and its structures are relatively rigid in stressful

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situations.

A child coming from an emotionally unstable environment, but also economic, with many uncertainties, will be marked during the whole life and have low emotional intelligence, with negative consequences in terms of personal development.

Problems encountered during childhood personality formation may worsen in adulthood, giving the image a person with fewer opportunities to adapt to social life. Psychological portrait of a person also includes a number of elements, examples of which are lacking self-control, impulsiveness, egocentricity, aggression, lack of confidence in their own abilities, etc. Adaptation or inadequacy school plays a key role in the development of behavior problems in students. This adaptation, however, is done differently for each case, being mediated by a number of factors. One of them is the family environment of origin of the student, which would give it a certain social experience, cultural and educational projects that will be presented to school. Once here, the values of family environment may be congruent with those promoted in schools (where adaptation is easier and more efficient) or conversely incongruous defined by parallelism (values promoted in one of two environments not found and other), divergence (values promoted in one of the two educational systems have questionable relevance to the other) and the counter (values promoted in the two areas blatantly contradict).

The goal of the research is to study the causes and effects of current deviant behavior in children of school age. The assumption of the starting is that the family environment starts with the relationship with the child's family determines deviant behavior in the family and in society. They used anamnesis, Tree Test, Person Drawing, Drawing Family and Parent Interview.

Parents say that family income is modest and this does not allow or cover to meet their children everything they want, leading to a provocative personality and hysterical, with a strong imprint on relationships and affirmation into society .

Conclusions

Family atmosphere from each subject is more or less peaceful with no major problems. Children's needs are known by their parents, but they can not give time to meet them all wishes of the children. During the parents' attention is centered largely on work and school

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topics. The need for affirmation have all three subjects and the need affection, attention and a need for security, and parents know this but do not dare to take a preventive measure or refused help of any kind.

A first proposal would be the acceptance be it individual counselling or within the family by parents to help their moral regarding the education of their children. Low grades are not accepted by their parents, and none take extreme measures such as beating or hitting children. Rather they try to talk with children and explain to them the importance of school and learning for their future, but the time limit does not give them the opportunity to develop these ideas. Time spent in front of computer and TV is a big issue for every parent but does not know how to restrict or impose rules on this. We conclude that the research conducted, the hypothesis was true, the family environment and family relationship determines totally deviant behavior of the child in the family and in society regarding children's future.

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