В. А. Беликов, П. Ю. Романов, А. С. Валеев, Е. Н. Григорьев

Личностно-деятельностные основы предупреждения десоциализации личности

В современных социально-экономических условиях обостряется проблема десоциализации личности как процесса и результата ее развития, которые в некоторых случаях носят разрушающий характер. В ситуациях социальной и экономической турбулентности человек оказывается незащищенным и неподготовленным к преодолению сложностей. Это требует анализа и оценки причин десоциализации, уточнения ее особенностей в различных возрастных и социальных группах, определения способов и форм предупреждения, которыми можно избежать деструктивных последствий этого явления, как для отдельной личности, так и для общества в целом.

Основные результаты исследования получены методами наблюдения, анкетирования и SWOT-анализа процесса десоциализации личности, ее деятельности, выявления внутренних и внешних факторов ее развития, уточнения сильных и слабых сторон, определения возможностей и рисков развития

Понятие десоциализации личности уточнено с учетом социальных, личностных и деятельностных ее признаков как процесса и результата. В качестве оснований десоциализации личности называются социальные явления и личностные проблемы, приводящие к нарушениям процесса личностной идентификации.

Выделены три группы риска десоциализации, в отношении субъектов которых определены особенности и представлены этапы их десоциализации. Первая группа – подростки и молодежь; вторая группа – лица с ограниченными возможностями здоровья; третья группа – лица предпенсионного и пенсионного возраста. Для каждой группы названы факторы предупреждения десоциализации, общие для всех групп риска, с учетом которых может быть обеспечено предупреждение десоциализации – социальный, личностный, ценностный и деятельностный факторы.

Предупреждение десоциализации личности рассматривается как процесс обеспечения развития психологических компонентов «Я-сферы» личности. Основными направлениями предупреждения десоциализации всех трех групп риска выделены: формирование базы самоуважения на основе личностной идентификации и разрешения противоречия между идеальным и реальным «Я»; обращение общества к личности, обеспечение личностной ориентации всех видов взаимодействия общества и человека, оказавшегося под риском десоциализации; целенаправленная мотивация и формирование ценностных ориентаций личности в жизни и деятельности в современном социуме; формирование деятельностных компетенций каждого лица всех групп риска, обеспечивающих их готовность к активной творческой деятельности, имеющей индивидуальную и общественную значимость.

Ключевые слова: личность, социализация, десоциализация, компоненты «Я-сферы», личностная идентификация, группы риска десоциализации, факторы десоциализации, направления предупреждения десоциализации личности

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Personal and activity bases personality desocialization warnings

In modern socio-economic conditions, the problem of desocialization of the individual as a process and the result of its development, which in some cases are destructive, is exacerbated. In situations of social and economic turbulence, a person is unprotected and unprepared to overcome difficulties. This requires an analysis and assessment of the causes of desocialization, clarification of its features in various age and social groups, determination of methods and forms of warning that can avoid the destructive consequences of this phenomenon, both for an individual and for society as a whole

The main results of the study were obtained by observing, questioning and SWOT-analyzing the process of personality desocialization, its activity, identifying internal and external factors of its development, clarifying strengths and weaknesses, identifying development opportunities and risks.

The concept of desocialization of a personality is specified taking into account its social, personality, and activity characteristics as a process and result. As the grounds for desocialization of a person, social phenomena and personality problems are called leading to violations of the process of personality identification.

Three risk groups of desocialization are distinguished, in relation to the subjects of which features are identified and the stages of their desocialization are presented. The first group is adolescents and youth; the second group – persons with disabilities; the third group – persons of pre-retirement and retirement age. For each group, the desocialization prevention factors common to all risk groups are named, taking into account which the prevention of desocialization can be ensured – social, personal, value and activity factors.

The prevention of personality desocialization is considered as a process of ensuring the development of psychological components of the "I-sphere" of the personality. The main directions of preventing the desocialization of all three risk groups are identified: the formation of a self-esteem base based on personal identification and resolving the contradiction between the ideal and real "I"; the appeal of society to the individual, ensuring the personal orientation of all types of interaction between society and a person who is at risk of de-socialization; purposeful motivation and the formation of value orientations of a person in life and activity in modern society; the formation of the activity competencies of each person of all risk groups, ensuring their readiness for active creative activity of individual and social significance.

Key words: personality, socialization, desocialization, "I-sphere" components, personal identification, desocialization risk groups, desocialization factors, directions for preventing personality desocialization

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Introduction

One of the urgent problems of human sciences in modern socio-economic conditions is the problem of desocialization of the individual. To solve this problem, we aim to clarify the signs of desocialization and identify ways to prevent personality desocialization.

The initial concept in the formulation and solution of the problem of personality desocialization is the well-known concept of “socialization of personality”. We do not aim to analyze the signs of this concept, based on the fact that in almost all cases when defining this concept, the main sign of socialization is the sign of the individual's assimilation of social experience, with which the person takes an active part in society, actively and independently fulfills his social role. In the process of socialization, each person experiences both targeted and objective, as well as spontaneous, subjective influences, which can also be positive or negative. But only under the influence of positive factors does the person successfully join the system of social relations.

We also take into account the fact that socialization and desocialization are interconnected, the process of socialization under the influence of negative factors can go into desocialization. The psychological basis for the desocialization of personality is the same factors as the process of socialization. Namely, reflexive processes, including the relationship of a person to himself, to other people and to the world as a whole. These relations are positive in the process of socialization, and negative in the process of desocialization and are destructive.

The process of desocialization makes sense to consider only in relation to the personality that has already been formed. A person's personality is considered and determined by the majority of psychologists, sociologists and educators in terms of the person's involvement in the system of social relations, such as the establishment of relations with the world, relations with oneself, relations with other people. “Personality is a concept denoting a set of stable psychological qualities of a person that make up his personality and determine his social actions, behavior among people” [1, p. 483].

In our work, on the basis of personality-oriented and activity-based approaches, we define personality as a concept that means a person who has a level of consciousness in accordance with the norms of society, has a complex of individually and socially significant qualities, is fully included in the system of social relations, actively and, most importantly, productively fulfilling its social role [2].

In terms of the concept of personality, we also clarified the main components of the “I-sphere”, the formation or destruction of which is related to the socialization or desocialization of the personality.

The high level of relevance of the problem of preventing desocialization of the personality as a whole is determined by the fact that for society and its social institutions, the desocialization of the personality is an extremely dangerous phenomenon in its destructiveness. Unresolved problems, even partial ones, will inevitably lead to the destruction of both the individual and society.

In most cases, the problem of personality desocialization is considered in connection with other problems of personality development, the development of its individual components. For example, Kleiberg Yu.A. considers the problem of desocialization in conjunction with the

dehumanization of personality [3, p. 150], Popova O.A. – with the problem of overcoming social exclusion [4; 5], Rubantsova T.A. and Krutko E.A. – with the problem of child neglect [6], Yanitsky O.N. – in connection with the problem of the conflict of cultures and general deculturation of the individual [8], etc.

In any case, the basis for personality desocialization, in their opinion, can be situations of social turbulence and risk, leading to deviation of human behavior.

So, Kleiberg Yu.A. writes that the solution to the problem is possible if you use the "trinity of interconnected methodological foundations: desocialization of the individual in the context of the psychology of deviant behavior, dehumanization of personality consciousness, psychological safety and personality culture" [3, p. 150].

The desocialization of a person in a situation of social turbulence and risk implies a threat to a person's safe existence, fear for his future and his loved ones; possible shortage of products. Desocialization in any case is accompanied by the destruction of universal values or neglect of them. And the result of desocialization in a risk situation can be a partial or complete degradation of the personality, deviation of behavior and criminalization of human activity.

Kleiberg Yu.A., Yanitsky O.N. consider that turbulence is an all-pervasive risk of degradation and destruction due to a new stage of the redivision of the world and its resources, an irreconcilable conflict of cultures, burdened by local conflicts and wars [7; 8]. In this regard, they see a solution to the problem through the use of "three significant and interconnected methodological accents: desocialization of personality in the context of the psychology of deviant behavior; dehumanization of personality consciousness; psychological safety of personality culture" [3, p.150].

We give several definitions of the concept of desocialization to show the complexity of this social phenomenon.

1. Desocialization is a psychological and deviantological process, which means the individual's loss of priorities, certain social values, norms and guidelines, accompanied by the alienation of the individual from a particular social group [9, p. 29]. That is, it is a reverse socialization process, which represents its destruction, the rejection of its achievements, the loss of positive individual and socially significant qualities by a person.
2. According to E. Fromm, we can talk about the process of personality formation when the most beautiful, as well as the ugliest, inclinations of a person do not follow from a fixed, biologically determined human nature, but arise as a result of this process [10]. In general, this process can be called socialization.
3. According to the theory of I. Hoffman, desocialization goes so deep that it destroys the moral foundations of the personality, and resocialization is superficial. She is not able to restore all the wealth of lost values, norms and roles [11].
4. "Desocialization is aimed at the destruction (self-destruction) of personality structures and relationships, leading to destabilization, frustration, aggression, conflict, deviation, violation of harmony and socio-psychological homeostasis of both the individual and society as a whole" [3, p. 157].

Thus, we note a fairly complete description of desocialization as a phenomenon opposite to the socialization of personality. But at the same time, the question of directions, methods and forms of preventing desocialization of the individual, the role of active activity in the social development of the individual remains unresolved.

Materials and methods

In the course of the study, we used methods of observation, questionnaire and SWOT-analysis of personality characteristics, course and results of activities in order to identify internal and external factors of its development, clarify strengths and weaknesses, identify opportunities and development risks.

These methods gave us the opportunity to determine such methods and forms of preventing desocialization that would ensure a decrease in the destructiveness of this phenomenon, guarantee the preservation of a full-fledged personality significant for society, the activity of which contributes to the development of society, and contribute to the formation of the activity and personal competencies of each person in their relationship.

Based on the fact that the basis of all forms of socialization and all forms of personality desocialization are processes of personal identification, it should be noted that it is its main component. We proceed from the fact that such a component of personal identification is personal self-esteem, the formation of which is based on positive personal experience.

Following the principle of A. Maslow, the allocation of motives of activity – to highlight not individual motives, but groups of motives that play a leading role at a particular stage of development [12], we in the structure of self-esteem as personality traits, we distinguish the following main interconnected components that determine the direction of subjective perception of the world and your “I” in this world: motives, values, attitudes [13].

The need to highlight these particular components of the personal sphere as the subject of our study is confirmed by our estimates of the results of various types of personality activities of students in secondary schools (secondary schools No. 28 and 33 in Magnitogorsk, Chelyabinsk Region), technical schools (South Ural Energy College) and colleges (Magnitogorsk Technological College and Magnitogorsk teacher training college). In order to concretize the structure of self-esteem, we also performed an analysis of the activities of students of continuing education courses for teachers of these colleges at the Sibay Institute (branch) of Bashkir State University and the activities of persons near retirement and retirement age attending retraining courses at the Magnitogorsk Pedagogical College.

In the end, we came to the conclusion that the following main components of the “I-sphere” can be named as basic components of the personality sphere that determine the nature of personality desocialization: cognitive interests; learning goals; emotions (personal anxiety and emotional stability); needs for achievement and communication; intellectual abilities; sociability; personal experience (skills, knowledge) [13].

Results

As a result, we come to the conclusion that desocialization is a process of self-destruction of a person with the following properties: subjectivity, processuality, causation, objectivity, destructiveness, etc. [3; 14; 22].

The presence of these signs of desocialization means that "in a situation of social transformations (turbulence) and transitions (point mutations), neither education, nor family, nor ethnicity, nor religion can act as a guarantor of the stability of social foundations" [3, p. 157]. It is impossible not to agree with this.

Society (or social space) today, on the one hand, has in its arsenal a large amount of entertaining, attention-grabbing accessible information, as it protects a person from the influence of other people, allows you to express everything you want, and at the same time hide your identity under "Nickname", providing a person with relative anonymity. On the other hand, society, with the help of a social network, the media, makes a person hide his "I", makes freedom of the person not only illusory, but also dangerous for the very existence of the person. The presentation of the personality's qualities, its "I-sphere" does not require the individual's real achievements in creativity, sports, labor activity, but occurs through the formation of an imaginary feeling of freedom of expression and belonging to a social group, subculture.

Nevertheless, one should agree with E. Fromm that one cannot count on complete success in preventing desocialization until a person realizes that the transition from one stage of development to another is not instantaneous, spasmodic and completely autonomous, does not realize that this transition is impossible without the help of other members of society, who must be ready to support the development of the individual [11].

According to scientists, "along with the Internet and information technology, an important role in the mechanism of personality desocialization is played by upbringing and adolescent-youth (juvenile) subcultures, which, as a rule, have their own system of values and norms that differs from the culture and morally dominant in society-legal norms or contrary to them. Juvenile subcultures of deviant orientation are active translators of deviant and criminal social experience. The mechanism of personality desocialization here is the adoption by it of the norms of the deviant (criminal) subculture as a socio-psychological defense against the predominantly enforcing and dominant nature of the action of social institutions of socialization (family, school, media, etc.)" [3, p. 152].

In modern society, there is a contradiction between the falsely perceived and understood freedom and significance of the personality, the exaggeration of the role of its "I", the virtual achievements of the personality, on the one hand, and the subordination of the personality to imaginary collective values, imaginary feelings of belonging to a certain virtual group, subculture on the other.

The basis of this contradiction is the incompleteness of the process of personal identification in childhood and adolescence. As we noted in our works [13], at a certain stage of the human development process, a contradiction always arises between his real and ideal "I", a high degree of dissatisfaction with himself arises, and the objectivity of self-esteem and potential is violated. We have proved that the resolution of this contradiction determines the transition of the individual to creativity, to a holistic perception of himself.

But the question is: what if the contradiction between the real and ideal "I" is not resolved? This means that the process of personal identification remains incomplete, and the person is prone to desocialization, which can happen extremely quickly and take criminal, destructive, protest forms. As we will show later, the incompleteness of personal identification is the most threatening factor in the desocialization of adolescents and youth. The level of personal identification will determine whether a positive or negative character of a person's relationship to himself, other people and the world as a whole is formed. That is, socialization or desocialization will occur.

In psychological terms, in the process of personality identification, the internal state of a person and his external manifestation in activity can be simultaneously noted. The interconnection and mutual transition of the external plan of personality to the internal and vice versa was fully considered by psychologists N.A. Menchinskaya, P.Ya. Halperin as a process

of interiorization and exteriorization. P. Ya. Halperin identified the stages of internalization of external actions and determined the conditions for the successful translation of external actions into internal ones (the theory of phased formation of mental actions), and also determined the factors of the influence of a person's internal mental actions on his position, his behavior, his activity in the external plane [15].

The psychological basis for desocialization can be the fact that with a low level of personal identification, a sense of low self-esteem, a feeling of wounded self-esteem, an inferiority complex can be formed in the consciousness of the person, which will most likely lead to situations of conflict with society.

Desocialization is a socially dangerous process, as it can lead to the development of negative and dangerous phenomena: corruption, bribery, crime, drug addiction, theft, carrying knives, gambling, suicide, extremism, etc. The result may be the criminal marginalization of society as a whole [3, p. 153]. The manifestations of desocialization can be apathy, isolation, carelessness, violations in personal hygiene, rudeness, vandalism, nihilism, radicalism, etc.

What are the factors, conditions and ways to prevent personality desocialization?

We distinguish three risk groups whose subjects are most prone to desocialization. The first group includes adolescents and youth (from 13 to 35 years old), the second group includes people with disabilities and people with diseases, and the third group includes people of pre-retirement and retirement age.

The reasons for desocialization in the first group lie in the shortcomings of personal identification (psychological factor), uncontrolled influence of Internet resources as the main source of information and the sphere of communication for young people (information factor) and lack of personal communication (social factor).

The reasons for desocialization in the second group are related to the limitation of the sphere of communication and activity due to deficiencies and deviations in health (biological factor), personal experiences, tension in the emotional sphere, "self-locking" (psychological factor), fears and fears of contacts with other people (social factor).

The reasons for the desocialization of persons of the third group are of a natural regular nature and are associated mainly with age-related extinction of the activity of an elderly person.

In each group, desocialization manifests itself differently, and we can talk about forms of desocialization.

An analysis of the problem allows us to conclude that the main forms of personality desocialization are: alienation, a decrease in social responsibility or social irresponsibility, aggression, a mixed form.

For each risk group, one of the forms is typical. The desocialization of the youth group to the greatest extent and most often manifests itself in the form of social irresponsibility and aggression, people with disabilities and diseases – in the form of alienation, people of pre-retirement and old age – in reducing social responsibility.

The most common form of desocialization is the form of personal alienation in society.

In the process of desocialization, alienation can be considered both "a separation from the big world and the process, and as an alienation of a person from his own nature, that is, a person's rejection of the path that was prescribed to him by nature or essence" [22, p. 86].

Popova O.A., Rubantsova T.A., Krutko E.A. distinguish the following types of personal alienation: emotional, cognitive, social and behavioral [4; 6; 22].

Emotional alienation is characterized by constant anxious expectation and submission to the opinions of other people; cognitive alienation is expressed in the absence of common

interests with other members of society, a feeling of loneliness, indifference to the affairs of peers; the social type of exclusion is expressed in the lack of integration of the individual in the social environment; behavioral alienation is manifested in the inability to adequately assess the situation, foresee the consequences of their actions, cope with emotions [4, p. 34-45].

Another manifestation of desocialization and, consequently, the alienation of the individual is a decrease or loss of social responsibility of a person. The key aspect in this case is the very concept of responsibility. Responsibility is defined as follows. "As a complex social phenomenon, responsibility is multifaceted, which is expressed in the variety of rights and obligations that a person possesses in fulfilling certain social roles in the implementation of a particular activity, in the management of certain affairs. At the same time, each person is included in an extensive system of socially responsible relations – economic, political, legal and other ties that make a person responsible for the results of his activity, behavior, lifestyle" [16, p. 156]. The social responsibility of a person in sociology is interpreted unambiguously as the responsibility of a person to other people for the fulfillment of their obligations. "The social responsibility of the individual can be defined as follows: this is a necessary, conscious, self-realization attitude to society, expressed in a conscientious, creative, effective based on a combination of interests of activities for its stable existence and development" [16, p. 161].

Aggression as a form of personality desocialization is its most dangerous manifestation. Aggression from the point of view of psychology is any action aimed at inflicting physical or psychological harm to another. Aggressiveness is a personality trait expressing its readiness for aggression [17; 18].

"The generalization of most studies on the problem of aggression allows us to represent it as behavior aimed at causing harm or harm to another living creature that has every reason to avoid such treatment with itself" [19, p. 1].

This comprehensive definition includes the following:

- aggression necessarily involves deliberate harm to the victim;
- as aggression can only be considered such behavior that involves harm or harm to living organisms;
- victims should be motivated to avoid similar treatment [20, p. 52].

Tsyrenov V.T. aggression is defined as behavior that is the result of a number of complex emotional states, behind which is the motivational core of the personality, necessarily including a number of biological and psychophysiological premises, conscious and unconscious factors [20, p. 50-51].

The division into these forms is fairly arbitrary. Moreover, representatives of any one of the groups may show signs of all forms of desocialization. And this, in our opinion, can lead to an extremely negative result, namely, the marginalization of man.

Alienation, lack of social responsibility and aggressiveness of a person can lead and almost always lead to the appearance of people of a marginal type.

The concept of marginal is most often considered as a concept denoting a person who is outside his social environment, descended, an outcast.

In sociology, "a marginal is a person who is on the border of various social groups, systems, cultures, experiencing the influence of their social norms, values, etc., contradicting each other" [21, p. 168]. A marginal person in this case is a person who does not have a strong, unambiguous, coordinated system of social identities and value orientations, due to which, as it is supposed, a marginal person experiences cognitive and emotional problems, difficulties, internal discord.

Desocialization, which ultimately leads to the formation of a marginal personality, thus represents the acceptance by a person of the norms of a street subculture as a socio-psychological defense against loneliness and the influence of the surrounding social context, from which he was turned off and thrown into the street.

An important aspect of numerous studies of the problem of desocialization is the analysis of the conditions of occurrence, stages of development and ways to prevent these forms.

We will give a description of each stage of desocialization of persons of the risk groups, taking into account the following signs – needs, motives, goals, value orientations, feasible (implemented) types of activities, social relations, status.

In general, for all risk groups, the general stages of desocialization can be distinguished. Rubantsova T.A. distinguishes three stages of desocialization.

The first stage: a person begins to take shape value deformations, most often it proceeds unnoticed by others.

The second stage: there is a partial desocialization, there is a communicative and cultural alienation of the individual.

The third stage: there is a complete desocialization, a break with work and family, a person becomes immune to the positive impact of relatives, friends and colleagues; alienation becomes self-alienation of the individual [22, p. 87].

To prevent personality desocialization in any form of manifestation and at any stage of the warning, a certain strategy is needed. The scientific literature describes six such strategies: avoidance, copying, conservative, development, "absorbing" (assimilation), communicative resonance [22]. Any of the strategies requires taking into account the peculiarities of desocialization of persons of each of the risk groups named by us.

When describing the signs of desocialization of risk groups, we proceeded from the fact that there can be no rigid border between groups, signs and methods of prevention in many cases are mutually applicable. This is evidenced by the results of a survey of subjects of all three risk groups – for members of each group, all three forms of desocialization are characteristic (table).

The questionnaire was of an overview nature. By random sampling, ten people in each risk group were asked to assess their level of exclusion, social responsibility and aggressiveness on a 5-point scale. Taking into account the answers, the average score of self-esteem was determined by the formula: $S = \text{the sum of all ratings} / \text{number of participants in the survey}$.

Table

Self-assessment by subjects of risk groups at the level of their own desocialization

Forms desocialization	At-risk groups			Summary
	Teens and youth	"Pre-pensioners" and pensioners	Persons with disabilities	
Alienation	Points: 1-3-3-3-2-1-0-2-3-2 S = 2,0	Points: 3-2-1-3-2-2-2-3-3-4 S = 2,5	Points: 3-4-5-3-4-3-3-5-4-3 S = 3,7	Alienation is more characteristic of people with disabilities
Reduced social responsibility	Points: 2-3-3-2-4-3-3-2-2-2 S = 2,6	Points: 4-2-2-3-4-5-4-4-3-5 S = 3,6	Points: 2-3-3-3-2-3-4-3-2-2 S = 2,7	A decrease in social activity is more pronounced in the group of persons of retirement age
Aggression	Points: 3-4-3-3-3-3-4-3-5-4 S = 3,5	Points: 1-1-2-2-2-3-2-1-3-3 S = 2,0	Points: 2-2-2-1-1-3-2-2-1-3 S = 1,9	Aggression is most characteristic of adolescents and young people

We do not consider the sample representative and the level of reliability of the quantitative data obtained is high for final conclusions, but we acknowledge their sufficient informativeness to continue working towards assessing the effectiveness of methods and forms of preventing desocialization of people of all three risk groups.

Discussion

Assessing the results of a SWOT-analysis of the activities of subjects of all risk groups for desocialization, we conclude that the most urgent, in our opinion, is the task of preventing the desocialization of persons of the first risk group – adolescents and youth [7; 17; 23].

This group is characterized by such social phenomena as drug addiction, AIDS, crime, suicide among adolescents and youth, which, unfortunately, accompany the life and work of almost any society - constantly and everywhere, as natural manifestations of its development to the same extent as e.g. smoking, drinking, crime, prostitution, etc. The difference is in the degree of danger to society.

In determining the sources of these phenomena, in our opinion, the material side of the matter goes by the wayside (as they say, “the rich also cry”), and the answer must be sought in determining social causes.

But even in this case, in solving these aspects of the problem of preventing the desocialization of the subjects of this group, we are forced, if possible, only to more fully compensate for their negative effects and manifestations, but not eliminate.

In the social aspect of the reasons for the desocialization of young people, the following factors are generally recognized: the lack of examples for positive imitation, the unacceptability of official authorities offered by the media, the lack of clear guidelines for the behavior of a significant part of young people, and even their replacement with surrogates and antisocial, as well as anti-personal attitudes formed under the influence of the same marginalized individuals, social networks, dysfunctional families, etc.

In our opinion, the educational approach is the most productive in the system for preventing desocialization of adolescents and youth. Moreover, it must be borne in mind that it cannot be reduced only to the training and education of adolescents and youth by parents or the school. Education should be considered in the broadest social aspect as a result, process, system, value, ideology, politics, etc.

With this approach, it is important to clearly determine which factors and conditions are determining.

Firstly, we can denote the almost complete absence of effective public opinion, a social movement formed, the main idea of which would be to counteract the mentioned phenomena of desocialization, whose goal would be to prevent any negative phenomena among teenagers and youth.

This aspect of desocialization of young people is in the first place: the reason for desocialization is the lack of a pronounced negative attitude of society to this phenomenon and the willingness to really solve this problem, the willingness of society to protect the individual. Therefore, we can only welcome any ongoing efforts to form an appropriate public opinion and create an appropriate teenage or youth movement.

As noted by L.N. Rybakova and other scientists, the main problem of the Russian system of preventing personality desocialization in all its forms “is that preventive work is carried out by the method of attacks, attacks mostly among minors, using

methods addressed to the cognitive sphere of the psyche ("understand", "remember", "know", etc.)" [24].

In addition, it should be recognized that in the work to prevent the desocialization of adolescents and youth, we often use methods of "intimidation", giving examples of marginalized individuals instead of positive examples of the life and work of successful and socialized personalities, thereby trying to educate on negative phenomena and negative personalities.

At present, even without the intervention of teachers and psychologists, the acquaintance of adolescents and young people with the world of desocialized personalities is most actively happening through the Internet and social networks. And this world often causes them sympathy. This is probably why teenagers and students are so easily attracted to participate in unauthorized rallies, informal associations, and youth groups.

Thus, this aspect of the cause of desocialization of young people is the lack of clear examples and leaders of socialization. In our opinion, it is possible to prevent the influence of these reasons only if we offer personal and socially significant values for active life, which will always be the family, communication with peers and successful creative activity. It is in these values that we must seek a solution to the stated problems.

In our opinion, an important aspect of the causes of desocialization of adolescents and youth is the low level of their readiness for active and productive activity, since only active and personally significant activity is able to distract the adolescent and the young man from the desire to commit unseemly acts. But it should be recognized that today there are no funds, bases, personnel, ideas, concepts, etc.

Significant and effective in solving the problem of desocialization are activities such as play, learning, work, sports, communication, especially if they are creative and valuable for a teenager, interesting to a young person and ensure the formation of a positive experience.

We have proved that in such an activity the resolution of the contradiction between the real and ideal "I" is ensured and, thereby, the process of personal identification is provided and a positive experience of activity is formed.

In this way, the most important factor, in our opinion, is the factor of the formation of the level of personal identification, self-esteem of a young person.

Numerous studies have been devoted to the formation of personality activity [25; 26; 30], numerous modern forms of organizing activities from the WorldSkills system to optional lessons have been proposed [27].

The following facts can be cited as positive examples of the prevention of personality desocialization by involving young people in active and creative activity.

In vocational education organizations in the Russian Federation, competency workshops are opened, on the basis of which educational projects are implemented covering various categories of citizens, and they are trained in professional skills.

Conducting conferences, round tables, seminars, trainings, internships for different categories of citizens, which reflect the specifics of professional activity.

Implementation of general developmental programs for students and their preparation for exams according to Worldskills standards is being carried out; preparation for Worldskills competency championships. Other examples can be given.

Thus, the desocialization of young people can be prevented taking into account and the implementation of factors such as:

- social (the formation of public opinion and the provision of social protection for adolescents and youth);

- personal (search or formation of leaders);
- value (the study and formation of value orientations of adolescents and youth);
- activity (creating the necessary conditions for the full productive activity of adolescents and youth).

But even in the case of the most complete and favorable consideration and formation of factors, a complete prevention of desocialization and the solution of the problems of suicide, drug addiction and AIDS among young people is no longer possible. The goal should not be the eradication of these phenomena, but the formation in each personality of a teenager and young person of internal attitudes of a social orientation.

It is extremely difficult to work with participants in the second risk group - preventing the desocialization of people with disabilities.

A person's life with disabilities due to loss of health is due to the nature of inclusion in various areas and systems of activity, internal and external resources, and characteristics of physical and mental disabilities. At the same time, the solution of each life task is associated with a health risk.

The desocialization of people with disabilities, therefore, is the result of deep and often quite irreversible changes in human health, and is expressed in the loss of significant social habits and competencies by a person. In this case, the reason for desocialization is the difficulty in performing activities in conditions of limited health.

A person prefers or becomes forced to introduce (accept) significant restrictions on the fulfillment of the most significant life functions (self-care, family care, domestic, professional, labor, cultural, etc.).

We agree with the researchers, who found that the risks of desocialization are more pronounced in people whose health problems occurred in active working age [3; 24].

The desocialization of people with disabilities has the following main manifestations:

- loss of social functioning skills;
- difficulties in the implementation of professional labor self-realization of a person, refusal to build a career;
- limited resources and mobility, communication, isolation of living space;
- reducing the circle of direct sources of information;
- narrowing of social experience;
- social degradation.

The stages of desocialization of people with disabilities are the following:

- 1) the first stage – a slight degree of disorientation in society;
- 2) the second stage is the rejection of the usual ways of life and activity because of their difficulty and inaccessibility;
- 3) the third stage – the loss of communication with the social environment and the inability to do without outside support in solving social problems;
- 4) the fourth stage – the loss of social orientation and the inability to do without outside support in solving every day, hygienic and other personal problems, personality degradation.

Ultimately, desocialization of a person acquires the features of a marginal personality.

Prevention of the desocialization of people with disabilities, along with support from families and close people, requires the creation of a specialized care system. Namely, the creation of rehabilitation centers, social assistance services.

Complex and requiring other approaches is the issue of preventing the desocialization of persons with disabilities for serious illness. For example, the prevention of desocialization of

cancer patients. This aspect of the problem, in our opinion, requires a separate consideration, and we do not touch on it in this article.

The relevance of preventing the desocialization of people of pre-retirement and retirement age is determined by the fact that in a situation of retirement after reaching the age of 60-65 years, each person may be without proper social, psychological and pedagogical support of specialists, colleagues, close people.

In old age, immediately after retirement, each person undergoes the following changes related to the limitation of the sphere of life and activity:

- a decrease in the level of activity of vital activity and a change in the nature of its relationship with surrounding people;
- decrease in the status of an elderly person in society;
- the presence of a large amount of free time and a change in the quality of its filling [28].

Features, stages and methods of preventing desocialization of the elderly we have described in the article "Characterization of the stages of desocialization of the person in old age" [2].

We found that the desocialization of an elderly person occurs in the following four stages.

The first stage is a departure from active professional activity: on the whole, the lifestyle and activities are preserved, the sphere of professional and domestic interests and activity values does not change, the connection with the profession remains, for some elderly people new opportunities for personal growth open; social activity is becoming optional; activity is becoming less and less socially significant.

Means of preventing the desocialization of the elderly at this stage, we denote the following:

- help and support of psychologists, social workers, teachers, close people;
- maintaining active communication with the abandoned place of work, former colleagues;
- preservation and satisfaction of professional claims, interests and needs;
- involvement in communication not only with peers, but also with younger people;
- health care;
- care for the well-being of loved ones.

The second stage is the transition to personal and everyday activities: reduction and disappearance of professional attachments, narrowing of interests and needs, communication, health, well-being of loved ones.

The main factor in preserving social ties and slowing down the desocialization of the individual at this stage may be activities that are significant for the individual and useful for those close to him.

The third stage is the concentration of strength and attention on the personal state: health in all its manifestations – the presence, preservation, disease, treatment, narrowing of the sphere of communication.

A factor in preventing the desocialization of an elderly person's personality at this stage is the emotional perception of the personality state by others, empathy and sympathy, and the person's understanding of "the meaning of life as preserving life itself" [29].

At the fourth stage, the sphere of communication is gradually narrowing, interests are closed on their own condition, the needs of the subject are closed on food, rest, sleep. Yes, and they are reduced to a minimum physiological level.

As a factor in preventing the desocialization of an elderly person at this stage, we emphasize the fact that a dying person has someone who is important and valuable to him, whom he is waiting for and who he is happy with - a family member, district doctor, old friend.

Conclusion

Thus, characterizing the peculiarities of desocialization of subjects of risk groups, we came to the conclusion that the factors named in relation to desocialization of adolescents and young people, in our opinion, have every right to be determined in relation to other risk groups. These are the following factors:

1) the social factor – a violation or complete cessation of interaction between society and the individual, the formation of a negative attitude of a person to a society of any type, the unwillingness of social institutions to solve the problem of desocialization of a specific personality by means of education;

2) personality factor – a lack or complete absence of authoritative leaders whose life and work could serve as an example of successful social activity, the level of socialization of which could be clearly contrasted with the results of desocialization;

3) value factor – a decrease or loss of the status of personal significance for a person: society, activities in society, communication as accessible personal values;

4) activity – a decrease or lack of interest in significant and effective types of activity (play, learning, work, sport, communication, creativity), lack of motivation to perform socially and individually significant types of activity, a person's unpreparedness for creativity.

Having determined these factors of personality desocialization, we get the opportunity to formulate the main directions for preventing the desocialization of persons of all three risk groups.

Firstly, the formation of a base of self-esteem on the basis of personal identification and resolution of the contradiction between the ideal and real "I".

Secondly, the appeal of society to the individual, providing a personal orientation of all types of interaction between society and a person who is at risk of desocialization.

Thirdly, purposeful motivation and the formation of value orientations of a person in life and activity in modern society.

Fourthly, the formation of the activity competencies of each person of all risk groups, ensuring their readiness for active creative activity of individual and social significance.

The implementation of these areas should be systemic in nature and only in this case there is hope to prevent the desocialization of the personality of any risk group.

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