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Akaki Tsereteli State University**

By right of manuscript

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**Upbringing,
as a mechanism of solving crime prevention**

**Specialty - pedagogical theory and history
of the Dissertation Presented for Obtaining the Academic Degree of
the Candidate of Doctor of education**

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General characterization

Actuality of the theme. Democratic processes taking place in Georgia created a completely new situation and opportunities for developing of personal formation and spirit of human freedom. In this sense, crime prevention is one of the important issues not only in Georgia but throughout the world.

Connected to the rearing, as a solution of the problem of crime prevention issues, significant materials were published in Georgian educational press in second half of the twentieth century. There are widely represented the role and importance of rearing in formation of adolescent personality. In this sense quite important articles and researches are being owned by: Sh. Amonashvili, L. Arveladze, Ts. Bakradze, I. Bibileishvili, T. Bokuchava. K. Gegelia, V. Gagua, A. Gobronidze, V. Giorgadze, D. Daarchia, N. Endeladze, I. Kelenjeridze, O. Koghuashvili, A. Makarenko, Sh. Natsvlishvili, M. Odzishvili, N. Rogava, L. Kedishvili, G. Tsintsadze and etc. Also, want to note that in these authors' works the ways of problems of crime prevention, as the rearing are seen and loomed through the perspective of Soviet Ideology. In retrospect we believe that their views and opinions must be differently seen and is special subject of study.

Georgia's aspiration to build a democratic state, conditioned establishment of new views mostly in all spheres, fight against crime has taken a new form too and in light of increase total crime, the avoidance of the issue more and more actively placed on agenda.

In this light in tenth years of twenty-first century, in relation to our research topic, were published such kind of researches as: "Problems in educational works at schools" by A. Berulava, "Aim of Juvenile punishment" by A. Giorgadze; "Juvenile crime, as an existing phenomenon of historically developed and emerging society" by N. Endeladze, N. Jakeli; "Juvenile Crime causes and conditions"; by I. Kelenjeridze; "Troubles of imposition of coercive measures of Juvenile punishment and mentoring" by M. Shalikhshvili; "Pedagogical and psychological assistance for children

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in difficult conditions" by Ts. Megreladze; „Criminology and legal system in Georgia "; G. Ghlonti; "Violence and safety at Georgian schools" by N. Sherozia and K. Tskhvaradze; „ Juridical pedagogy " by M. Badzagua and etc.

For today several bodies are involved in activities aimed for prevention; Ministries of Justice, Internal Affairs, Education and Science, Labor, Health and Social Affairs, Sports and Youth Affairs, Corrections and Legal Assistance of Georgia.

On 2nd March 2012 according to Presidential Decree №235 Juvenile Crime Prevention Strategy was proved, whose aim is to shape united national prevention policy, to reduce juvenile crime by the effective prevention activities in the country, rehabilitation of juvenile offenders and integration in society. According to strategy, Minister of Education and Science of Georgia is the leading one in early prevention, whereas mostly all prevention activities were planned within school period.

Significant steps were taken in the field of united prevention activities in the sphere of education and science.

On 18th October 2014, for ensuring united state policy in education and science sphere, according to submission of Ministry of Education and Science of Georgia, By the Government of Georgia "National General Education Goals"(Decree N84 of the Government of Georgia) was proved. For the general education this document has fundamental importance. According to this document, Ministry of Education and Science of Georgia has to elaborate legislative and subordinate normative acts in accordance with the "national aims of general education".

According to " national aims of general education" was defined that general education system in Georgia should create favorable conditions to establish the free person with national and universal values.

It is noteworthy that in Georgian law, main objectives of state policy in general educational sphere were determined, as for creation required conditions for pupils to form free person with national and universal values;" to develop pupil's mental and physical skills, ensure necessary knowledge,

promote healthy lifestyle, establish civil awareness, respect cultural values, promote understanding of rights and duties in front of family, society, government and environment(Article 3, first paragraph, sub paragraphs "a" and "b").

According to the decree N91/N on 23th July 2014 of Minister of Education and Science of Georgia about National Education Plan, the changes occurred in decree N36/N on 11th March 2011 of Minister of Education and Science of Georgia and according to article 6, sub paragraph "B" was defined that preceptor should make preceptor's hour regularly, within should work on following directions; personal and moral development, Environmental Culture development, promotion of healthy life, Safety and promotion free school from coercion, raising awareness, expansion of horizons. One of the important mechanisms of prevention is just too effectively work on these issues and maximal usage of preceptor's hour.

It should be noted "pupil's code of conduct." It sets the rules of pupils' behavior. Its aim is to promote the establishment of discipline and respect for others at Secondary educational institutions / schools, to avoid every kind of conflict among pupils, school administration and other

Employees, creation of favorable and secure environment at schools, to encourage the development of responsibility sense among pupils.

Within the program of "Safe School" was created department of "Resource Officers" (According to the decree of Minister of Education and science on 20th August 2010 about approval the provision

Of LEPL Educational Institutions Department of Resource Officers), which provides the prevention of crime and conflicts at schools.

According to this provision is regulated the functions of LEPL Educational Institutions Department of Resource Officers' Psychological service centers. The center provides psycho-social service (Psychological rehabilitation, psychotherapy, prevention (prevention), psycho diagnostics, and re-socialization) for educational institutes' pupils having psychological problems, behavioral and emotional disorders, for their parents/ legal representatives, administration of educational institutes and/or teachers.

Provides psychological and educational trainings, preparation of supportive projects for social integration and implementation.

Despite the fact that state made a number of practical steps to prevent a crime issue, the indicators of crime has been committed are still high. Crime prevention in intractable children needs complex approach from the side of school, family and society.

Scientific literature analysis and study of the real situation show the leading importance of pedagogical tools in the case of crime prevention. Nowadays, parenting role and importance of the issue in crime prevention demands practical implementation and scientific research. In the recent period many interesting works of Georgian and mostly foreign scientists were published connected to range of issues of these problems, where there are processed theoretical and practical aspects on

Range of issues. But the issue of the role of education in crime prevention has not become the task of research and needs to be processed on scientific level, as theoretically, methodically and practically as well.

The analysis of the scientific literature, real circumstance and practical necessity caused our interest toward the research topic and finding ways to solve the problems.

The actuality of this research is due to:

- Necessity and importance of parenting role in crime prevention;
- Defining the causing reasons people becoming guilty, detecting existing

defects in upbringing, studying, developing specific educational measures

The subject of the research: To develop the methodology of upbringing, as main mechanism of solving problem in crime prevention.

The object of the research: Scientific literature, legal governing framework, general educational institutes/schools of Kutaisi and implemented researches to these directions in given period connected to upbringing as solving problem in crime prevention.

The purpose of research: To process the role of upbringing as important mechanism in crime prevention in scientific level at general educational

institutes/schools with observing the processes of studying and upbringing, analyses, to reveal shortcomings in upbringing, to process concrete theoretical and practical activities in crime prevention.

According to the general purpose of this research, here are solved following specific objectives step by step:

- To study-enact the reasons of adolescences forming into juvenile crime.
- According to existing reality to identify and analysis the mistakes made with upbringing perspective in process people are forming into guilty ones.
- Upbringing in adolescences, as mechanism to solve the criminal crime, form the upbringing activities, detect methods and technologies, selection, increase the affectivity of upbringing.
- To define the competence and indicate the levels of achievements of people involved in upbringing activities (teachers, administration of school, mandatory, psychological service-center, psychologists, and parents).
- To indicate the leading importance of pedagogical issues in avoiding of crime prevention.

Research hypothesis: Nowadays, system changes in term of crime prevention are not fully studied in process of educational formation, upbringing as the mechanism of solving the problems in crime prevention. If the positive and negative sides of upbringing, as the mechanism of solving the problems in crime prevention would objectively be evaluated and analyzed, regarding these terms the activities of teachers, school administration, educational institutions, mandatories, psychologist, parents it would be able to use the positive moments got from the research in recent situations, in upbringing institutions, to manage upbringing works rightly as the effective methods in crime prevention.

The hypothesis and research aims defined the usage of research **methods:** analysis of legal documents and sources existing on selected research problems, studying the pedagogical and methodical literature and experience, interview, survey (questionnaire development and usage) observation,

comparative analysis, collection data, finding – sorting internet resources, summarizing results, discussion. During the research, we reviewed scientific literature, made hypothesis and provisions based on it, which was our aim to be proved.

Research stages:

- Searching-proceeding pedagogical, methodical, psychological and legal literature existing around the research task, create bibliography, formation of research hypothesis.
- Analytical processing of scientific literature, selection of research methods, shaping general theoretical principles;
- Realization research methods, hypothesis specification, check and substantiate;
- On the base of studying scientific literature, studying existing practical reality (which kind upbringing activities are in educational institutes/ schools, generally with adolescences and difficult children, how the parents and society are involved in this process, surveys, interviews);
- To meet with local educational sphere representatives on the base of found theoretical and practical materials, to collect recommendations.
- Analyze of pedagogical-didactic materials in accordance with the collected theoretical and practical researches, processing research results (final) and confirm dissertation.

The material - technical base of the research:

The National Parliamentary Library, Scientific Library of Iliia Tchavtchavadze of Kutaisi, Library of Akaki Tsereteli State University, Library of Pedagogic Department, Internet Recourses, General educational institutions/schools, materials of NGOs working on crime prevention tasks.

The scientific innovation of research lies in the fact that:

- Upbringing on recent stage is reviewed and processed as a mechanism of solving crime prevention;
- The problems are indicated on the base of analyze pedagogical, psychological and legal appropriateness, the ways to solve the problems and relevant methodical recommendations are processed.

The theoretical value of research:

The work overviews existing pedagogical, psychological, methodical and juridical literature about upbringing, as the mechanism to solve the problems of crime prevention and affects the existing knowledge in a new way in accordance with temporary demands.

The role of upbringing is analyzed in educational-upbringing sphere, all ways and means are in system, which enables to increase the affectivity of crime prevention in general educational institutes/schools.

The practical value of research:

- Usage of results of research in studying-upbringing working practice will promote crime prevention inside and outside schools.
 - In upbringing working process a number of methodological innovations will be introduced.
 - Analyze of materials existing in the research can be represented as the effort of review upbringing, as mechanism of solving the problem of crime prevention in historical-dynamic view.
 - The results and recommendations of research will be used not only in pedagogic sphere, but also in juridical and psychological spheres, in innovation program-projects processing field in terms of upbringing prevention.
 - The results and recommendations presented in the research will promote to reform educational system for future and proper implementation of the modernization.
- Results obtained during research:
- To indicate the reasons adolescences and difficult children are forming into guilty juveniles on base of existing reality;
 - To find existing disorders in upbringing activities;
 - To define methods, technologies and upbringing forms in term of prevention on base of practical experience;
 - To reduce the risks difficult children forming into guilty juveniles.
 - To show the importance of the upbringing role in the sphere of crime prevention.

Following provisions are shown for protection:

- Properly organized educational activity is effective method in crime prevention;
- Unfavorable educative environment is a contributing factor in formation of guilty juvenile.
- The fight against crime requires complex approach from the family, school and society;
- The family is the most important educative institution;
- In general educational environment, in real circumstance following upbringing activities (school administration, teacher, and psychologist, mandatory) is not sufficient and does not represent a guarantee for the crime prevention.
- In order the activities of general educational institutes/schools to be oriented on crime prevention it's obligatory: to create positive educational environment at school, to create the database about pupils, families and social conditions, analysis and select relevant methods.

Perspective sphere for the usage of the research results is:

- General educational institutes/schools-teachers, class tutors, school administration;
- High educational Institutes-Doctorates, masters, bachelors;
- NGOs working on the issues of crime prevention;
- People involved in non-school upbringing environment;
- Parents.

Approbation and publications: I had speech connected to issues discussed in dissertation on university and international scientific conferences. The results of research were systematically presented to the department of pedagogical department of pedagogical faculty. The final work was discussed and reviewed on united session of pedagogical department of pedagogical faculty and methodical department of Akaki Tsereteli State University.

The volume and structure of work:

The work consists an introduction, three chapters (paragraph 8), Conclusions, References.

The introduction substantiates the thesis of selecting goals and objectives, the importance is investigated theoretical and practical value, problem is defined, and main provisions are set.

The structure of the dissertation is the following:

Introduction

Chapter I - the causes of crime;

§ 1 - scientific aspects of reasons causing crime;

§ 2 - reasons causing crime - analysis of the real situation;

Chapter II – The family upbringing role in crime prevention;

§1 - The family as a basic educative institution

§2 - family problems caused by less attention on adults.

§3-The importance of proper organizing adults' free time in crime prevention;

Chapter III – Difficult children- as a major risk - group.

§1 - "Dangerous Minds" The etymology of the term to define its nature and concept;

§2-reasons for being "Dangerous Minds";

§3 "Dangerous Minds" at schools and contemporaneity;

Conclusions;

Used literature.

Brief description
First chapter «the causes of crime» consists of two paragraphs

In first paragraph "Scientific aspects of the cause of crime" there is shown main factors which cause crime on the base of analyze of scientific literature. According the theme of research, during the analysis of this task we discussed not only the researches and views of representatives from pedagogical sphere, but psychological and Criminological ones as well. The scientific study of reasons causing crime has fathered on marge of XVIII-XIX centuries, however, this problem caused disagreement among the ancient philosophers and lawyers. In the work there are discussed opinions of Plato, Aristotle and Cicero. Plato thought that, the reasons of crime should be searched inside the person. Aristotle referred to the subjective and objective causes of crime (unorganized state, poverty, corruption, immorality, etc.) Cicero thought that the main reason for crime has been committed, was the hope of impunity.

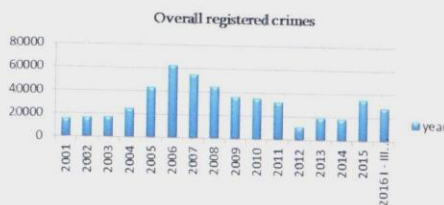
As the result of analysis the scientific literature, there is shown that some scientists' opinions about reasons and conditions of causing crimes developed with two directions.

First direction was represented by following opinion: There are and cannot be the causing reasons of crime on social society. The second direction says that in causing reasons of crime exists any society without depending on any shapes. However, the definition of casual mechanism is so diverse, it would be impossible to discuss on every opinion. That's why we limit ourselves just with general analysis.

In second paragraph "reasons causing crime - analysis of the real situation", we thought it necessary to fetch statistics how is criminal conditions and crime dynamic in our country. The official data of national statistic department shows that since 2001-2006, overall in registered crimes including crimes committed by juveniles were increased in parallel, and then in following years reduced, but according to the total indicator for 2011 we

have, comparing the indicator existing in 2001 its two times higher (See. Graphic images №1). Overall 382463 crimes are registered, from them 7166 (about 2%) are committed by juveniles.

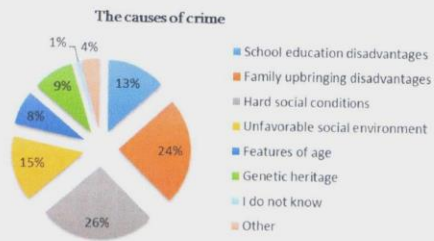
Graphic images №1



On the base of scientists' views, we made research in September 2015, to know the opinion of society connected to causing reasons of crimes. Research consisted with two stages. In the first stage, the qualitative research was done, group discussion technique was used, the participants were teachers, pupils (11th, 12th grades) and some other people (from administrations of general educational institutes) three focus-groups (overall 15 respondents). Results of qualitative research were used for second stage (quantitative research) to build the structure of survey. In quantitative research participated 70 pupils (11th, 12th grades of general educational institutes of Kutaisi) 70 teachers, 17 other people (from administrations of general educational institutes). The areal of research consisted general educational institutes of Kutaisi (№5, №11, №19, №24, №28, №30, №31, №32, №37 Public Schools).

The analysis of research results (See. Graphic images №2) showed that the majority of respondents, say that the causing reasons of crimes are factors connected to family, in particular, 26% - hard social conditions in families, 24% - family upbringing imperfections and 15% thinks that causing reason

of crime is unfavorable social environment.
Graphic images №2



The results of research, for us made real picture interest, how the rate of poverty in our country is and what percentage of the population takes a living allowance. National Statistics Office data shows that 9% of the population is one of the risk groups.

Causing reason of the crime was named materially secured family from the part of respondents. It's quite interesting opinion. In materially secured family, the adult thinks that he/she can easily get anything he/she wants without his/her work and in different social environment failure to comply with the request he/she can make obligatory to commit crime. So, on the base of scientific literature and real conditions represented in previous chapter, we identified several groups:

- Individual internal factors (genetic, mental);
- Unhealthy society (alcohol, drugs, violence, aggression);
- The weak role of the state (incorrect arrangement of the state structures, low levels of education, school education disadvantages);
- Family conditions (poverty, less attention, persistent conflicts in the family, an incomplete family, and family upbringing disadvantages).

Chapter II – “The family upbringing role in crime prevention” consists with three paragraphs.

In first paragraph “The family as a basic educative institution” we have studied existing theories in pedagogical literature connected to the origin of upbringing, the content of upbringing, Goals and Objectives. We have separated basic upbringing methods: (Verbal methods of upbringing Ethical conversations, narration, speeches, lectures, conferences, explanations, debates, organization methods of children living: Rules of conduct, schedule of the day, example; Training; Public assignments; the behavior of the stimulation methods: encouragement, punishment) and have shown the importance of family in proper usage of these methods. Family can be as positive factor in upbringing as negative one. The adult gets first experience from life in family, so it's very important in what kind of environment he grows up, what kind of attitude do his parents have toward him. In this part of research, we thought to discuss on types of families (Reliable, formal - reliable, unreliable, incomplete, patriarchal family), a variety of styles of family upbringing (Liberal, indifferent, authoritative, and authoritarian) and on the base of analysis pedagogical literature to show the estimated results of each style of upbringing.

The analysis of the scientific literature shows that upbringing has historical nature. Its origination is related to the origin of the process of Human's abstract thinking. At various stages of human development its content, goals, objectives were changed and answered some of the group's interests.

Nowadays the essence of upbringing, Aristotelian, represents the development of the idea of harmonious development and no one other social institute can influence on it as the family is able to. This influence can be positive or negative, which with other several factors is depended on the family type and upbringing style they choose.

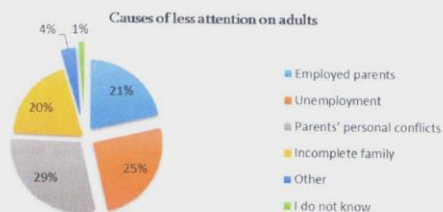
In second paragraph “family problems caused by less attention on adults” there is shown that less attention on adults as the one of the most serious problem in family upbringing, increases risk the person to be formed as guilty juvenile. Less attention on adults or improper pedagogical

supervision, unfortunately, is accompanying process of modern life, its diverse social environment and the reasons are also very multiple.

We were interested about the real situation, what do the society - teachers, children and their parents think about tasks connected to the causing reasons of less attention and made research in October 2015. The research consisted with two stages. In the first stage, the qualitative research was implemented. Group discussion technique was used, the participants were divided into three groups- teachers, pupils (11th, 12th grades) and parents (overall 15 respondents). Results of qualitative research were used for second stage (quantitative research) to build the structure of survey. In quantitative research participated 60 pupils (11th, 12th grades of general educational institutes of Kutaisi) 60 teachers, 60 parents 17 other people (from administrations of general educational institutes). The areal of research consisted general educational institutes of Kutaisi (№6, №11, №24, №26, №28, №30, №31, №32, №37 Public Schools).

The analysis of research results (See. Graphic images №3) showed that the reasons of less attention on adults can be various: In one case employed parents don't have time to pay attention on their children or conversely problems caused because of unemployment are so great, they not only properly organize educative activities, but also can't think how to feed their children. Very often, because of parents' personal conflicts and disputes upbringing children goes by the wayside.

Graphic images №3



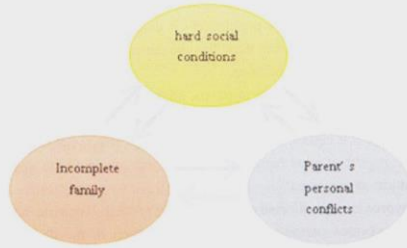
According to the National Statistical Service, in 2005-2015 only 14% of the economically active population - is employed and 86% unemployed. These indicators allow us to think that the reasons of less attention on adults should be hard social conditions.

As reasons for less attention on adults, part of respondents named "incomplete family", which can be the death of one parent, divorce or emigration. It is certain that the death of a parent affects not only adults, but also on psyche of other family members, which can cause the weakening of the educative measures.

Divorce is a complicated and often a long process. It consists with several stages: previous period of divorce; Divorce period; the period after the divorce and re-marriage is not so rare, which in turn includes the previous and subsequent periods and often is followed with hard socio - economic conditions, which fall on the shoulders of the parents left alone. For "incomplete family" overcrowded with such difficulties, the most important becomes social problems; the process of adult upbringing goes on a way and very often is out of attention as well. As a result, adult spends it time in streets more and more intensively, where he introduces several people with different habits and the formation of being the guilty juvenile starts.

Its Interesting statistical data about divorced families registered in Georgia. National Statistics Office data shows, the number of divorced families are quite large, which also increases risk in its turn.

The analysis of research results showed that no time from employed parents, hard social situation, family conflicts and incomplete families are the main reasons, because of which adults are out of attention of their parents. If we take into consideration, that hard social conditions often cause personal conflicts, personal conflicts not rare cause divorces and divorces it their turn make worse the social conditions of families, it's clear, that these reasons are causing each other themselves and such kind adults in disorganized and very often they are formed into guilty juveniles.



In third paragraph **“The importance of proper organizing adults' free time in crime prevention”** there is shown that disorganization of adults is supporting condition for increasing crime. To avoid unfavorable conditions is possible if we give the adult strict schedule, which provides his physical and mental development.

Crimes are often committed by those adults who remain unattended and spend free time without any control. In such conditions they should disconnect the correctional environment, connect to the so-called "Street educators" wandering in the streets and often making such fatal steps, which lead them to form into the guilty juveniles.

Humans' physical, spiritual and intellectual development is importantly depending on correct organization of free time. Aged people will not be able to use free time purposefully, if they don't have this habit from childhood. Adults differently entertaining themselves during spare time: they are building, shaping, painting, reading, watching movies, walking around or trying to deal with other interested or loved matters for them. But this interesting work chosen by children may not always be productive.

What they are doing? This question should be answered by the parents, but in reality the parents don't always know what their children are doing

after school or even at schools. Unfortunately, some of them think if they feed their children and cloth them, it's enough and whole responsibilities in upbringing goes to school.

We were interested how the parents are involved in organization of their children's spare time. In November 2015 we made the research to set the quality of involvement. The research consisted with two stages. In the first stage, the qualitative research was implemented. Group discussion technique was used, the participants were divided into three groups- teachers, pupils (11th, 12th grades) and parents (overall 15 respondents). Results of qualitative research were used for second stage (quantitative research) to build the structure of survey. (See the addendums N3, N4, n5). In quantitative research participated 80 pupils (11th, 12th grades of general educational institutes of Kutaisi) 80 teachers, 80 parents. The areal of research consisted general educational institutes of Kutaisi (№6, №5, №11, №19, №24, №26, №30, №32, №37 Public Schools).

The analysis of research results (See. Graphic images №4) showed 3% are partly and 32% fully involved in organizing process of their children's spare time and they know what their children are doing during this period.

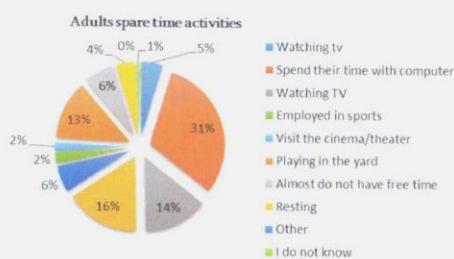
Graphic images №4



According to this research results is becoming clear (see Graphic images №5) that the majority of adults spend their spare time with computer (plays games or watches film) and they are rarely doing anything productive for them. It's interesting why do they spend their time with computer? As a result of our question what are they doing in computer, we got the answers that the majority (32%) is busy with social networks or with playing games (49%) and just only 19% uses computer to learn temporary technologies. Its unfortunate reality that that children under their parents' supervision are busy with unfavorable activities, especially when 65% of parents say that they can't manage their children's spare time and mostly they say that the reason is working schedule and part of parents see no necessity to organize their children's free time.

One of the most interesting for us were the opinions of participants-where parents think that involving in organization of their children's spare time makes kids limited and inhibits their development. But according to our view, it's just incorrect opinion on some parents on their obligations.

Graphic images №5



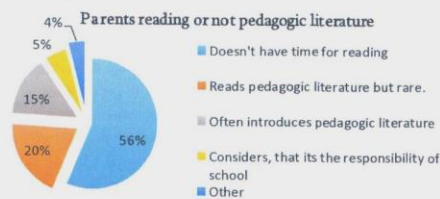
The real situation showed that adults have free time is not wisely organized and neither family nor general educational institutions are working on this task. There are certain activities from the side of some teachers or the

school administration, but it's hard to say how this targeted can be called as an educational work.

Connected to the tasks of adult supervision and proper organization of spare time, we thought it was necessary to study the attitude of school, teachers, pupils and parents and made research to get information about the opinion of society about the necessity of involvement in adults' spare time. Analysis the result gave us the following picture: the majority of respondents think that school and family should work together in accordance with each other, the adult to have ability to manage his time properly. It's interesting that parents' and pupils' opinions connected to this task were the same. But it also must be mentioned that a large amount of parents thinks that its school's obligation to manage this task. As for teachers, mostly they think that this obligation goes to families and school has no business in it. According to our opinion, parents as teachers are just trying to avoid their responsibilities and it's also interesting that we think that the most correct opinion goes to pupils, 64% from them think that in managing the spare time both-school and families have equal responsibilities.

What joint measures must be implemented by schools and families, to fill the adolescent time wisely? Connected to this task, after our research we got following answers: Conducting educative talks; Arrange joint visits to various cultural institutions and hold discussions; show educational films, increase the function of tutors, teachers to observe and give information to parents about their children's necessities and etc. According to such kind written answers and interviews it's impossible to create the full picture, but it's clear that supervision and involvement is just on instinct level and is not organized from teachers. The causing reasons very often are the lack pedagogical education. Despite the facts told above, according to which the reasons are less time because of jobs and hard schedule, we think that the prior reason of all problem is lack of pedagogical education. The research showed that majority part of parents doesn't understand why pedagogical education is necessary for them "That's why schools exist" they say, for some parents its unknown if pedagogical literature exist (See. Graphic images №6).

Graphic images №6



According to all factors mentioned above, it's very important to have pedagogical education in managing of adults' spare time. Everyone has responsibility to lead the adolescent activities in accordance with pedagogical aims. If it won't be so, he will be able to choose or the environment pushes him to lead his activities in such a way to commit a crime.

Chapter III – "Difficult children- as a major risk – group" consists with three paragraphs.

In first Paragraph there is etymology of the term "Difficult child", to define its nature and concept, we tried to show the concept of this term on the base of analysis scientific literature and to create the portrait of "Difficult child". Nowadays, scientist don't discuss that the hard process of upbringing is not equally obeyed by all adults. Not so rarely we find adults, whose upbringing are difficult and needs special effort from teachers and tutors. Such adults in school practice are referred to "Dangerous Minds", but such kind term is not in "General Education" of Georgian law and not in "Pupil's ethic Code". There is no generally accepted definition for "Dangerous Minds". The definitions given in pedagogical literature are different from each other. In Scientific Literature "Dangerous Minds" are discussed as "Disorganizers" without discipline, with terrible behavior, children with aggression, egoists, Impulsive and prone to active resistance against upbringing (A. F. Gotsiridze, M. Okujava, M. Kolbaia, G. Tsintsadze, K. Kobaladze, I. Qurdadze, N. Tivadze and etc.)

We noted that in foreign, particularly in German pedagogical and psychological literature, "Dangerous Mind" is mentioned with term "Verhaltensstörung"- behavior disorders. In English the term "Verhalten" is referred as "behavior". Nowadays, in our country behavioral theory is quite spread in pedagogics. Behaviorism, the doctrine of human behavior is about the direction of psychology, which was formed in the beginning of XX century. Behaviorists believe that scientific psychology should be studied thoroughly human behavior and not his inner world (Thinking, feelings, etc.) As only behavior can be observed directly, it has such kind parameters, which can be measured and which can be influenced. Children who have their distinctive, often unwanted, inappropriate behavior, hamper the teaching process, do not have the ability to focus, do not receive any indication, as well in German pedagogics (Stefan Chic, Christos Shrappner, Ulf preus, Lausit and others) are considered as "Dangerous Minds". In medicine and psychology, in connection with "Dangerous Minds", we often come across the term deviation. Deviation is Latin word (Lat. Deviation-deviation) and is used to mark a behavior that is contrary to the norms of society. The term was introduced by the Austrian linguist and ethnographer Friedrich Müller in 1864. Later, psychologist Robert Merton studied the frequency of deviations in hierarchy of American society. During speaking about deviation, the scientists are characterizing as an abnormal behavior from legalized public norms.

On the base of analysis on pedagogical literature and real circumstances, we tried to create the portrait of "Dangerous Mind" existing in our society and made the research in January 2016. The participants where the teachers- tutors of general educational institutes of Kutaisi. The aim of research was to create the portrait of "Dangerous Mind" according to its characters. The research consisted with two stages. In the first stage, the qualitative research was implemented. Group discussion technique was used; the participants were divided into three groups- consisted with teachers, (overall 15 respondents). Results of qualitative research were used for second stage (quantitative research) to build the structure of survey. In

quantitative research participated 200 teachers (The №5, №11, №19, №24, №26, №28, №30, №31, №32, Public Schools). As a result, we got with what features are "Dangerous Minds" distinguished at schools. 92% of teachers participating in research, mentions that in their class they have one (in some cases 2) "Dangerous Mind" pupil. A list of conditions they have given us through the questionnaire, are quite diverse, so we have tried to mention the main problems, which Tutors are frequently faced during the work with "Dangerous Minds": Violence, aggression, revenge, lack of concentration, lack of contact, language difficulties, motor difficulties, inability to solve the conflict, demanding more attention. On the base of Analysis scientific literature and real situation, we thought that "Dangerous Minds" are the adults, who are distinguished with: social, emotional, cognitive, motor or behavior problems, or their combination.

Therefore, we tried to present some portraits of "Dangerous Minds". Types of "Dangerous Minds": Social behavior in adults - uncommunicative, closed, difficult to come into contact with peers and others. Emotional behaviors in adults - sharp and severe reactions, affective, impulsive, aggressive, stubborn, lazy, indifferent, passive. Cognitive behaviors in adults - mental problems, lack of cognitive skills, motor behavior in adults - restlessness, hyperactivity.

In second paragraph "Dangerous Minds" and its causing reasons, we tried to show these main factors which determine the difficult behavior of adults. It should be noted that we met several tries to define the reason of causing problems of being "Dangerous Minds" in pedagogical literature. Part of scientists think that the reasons of being "Dangerous Minds" are no favorable environment for adult upbringing. Others think that the main reasons here are subject's internal factors, such as emotional overdose or weakness, congenital manners or various diseases. We tried to underline and define the causing reasons of being "Dangerous Minds" on the base of analysis of scientific literature we had and real circumstances. Because of this reason we made the research. The participants were the teachers-tutors of general educational institutions of Kutaisi (overall 130 respondent), 92% of Participant teachers says that they have 1 (in some cases there are mentioned

2) "Dangerous Minds". A list of conditions they answer in questionnaire, are quite varied: Aggressive, conflict, wild, rough, sloppy, impulsive, self-centered, emotional arrogant, reserved, uncommunicative, headstrong, deceitful, irresponsible, careless, uninteresting, unconsciously proud, often swears, trying to make afraid and struggle the weaker ones, does not provide for any remark and opinion of others, constantly dissatisfied, constantly protests, cannot control own behavior, does not like to study, not resting and trying to prevent the teaching process. It must be underlined that the peculiarities mentioned above are not same for different age category. It turned out that "Dangerous Minds" had not "only a reason, but also the goal also. Russian psychologist Evgenia Dunaeva notes that "adults" become "harder ones" to:

- Get attention. It does not matter whether it is positive or negative one.
- Defend their rights, to be independent individuals from their parents, gain self-respect and self-manage."

Studying scientific literature and analysis of the real situation allows us to think that, family plays an important role in formation of adults into "Dangerous Minds". Parents' lifestyles, their involvement in upbringing children, are the factors which have a great influence of adults' formation.

Due to the fact that in previous paragraphs we've talked that "Dangerous Minds" present the major risk groups of perpetrator crime and disorders, who pose a risk to themselves and others, in **third paragraph "Dangerous Minds" at school and Temporality,** we tried to show what was done and what is being done for safety of pupils at schools. So due to this field, we studied the programs implemented by the Ministry of Education and Science of Georgia and noted that the state has done several preventions to reduce and prevent crimes in adults.

In March 2008 with the help of UNICEF the Ministry of Education and Science of Georgia started implementation of "Safety School Program". The main goal of this program was to create safe environment for each pupil. The aims of program are: to strengthen discipline among public school pupils; timely detection and response on disciplinary offenses and violence; Parental

involvement and increase awareness; to establish pupils as law-abiding citizens; to reduce the influence of false values ("street romanticism", "Street Academy").

Within safety school program and as a result mandatory department's working process, the situation has partially changed at schools. Significantly has decreased the violence (95%) delay of class (80%), escaping from school (75%) and other harmful incidents, but we cannot say that pupils' behavior is always normal. We were interested what kinds of violations are found in General education institutions and made research in February 2016. The aim of the research was to: define and clear the frequency of disciplinary offence cases of pupils from various educational institutions. What kind of arrangements do the schools have in the case of disciplinary offense? The participants of the research were thirty-eight school directors from Kutsisi. We used quantitative research methods. Questionnaire was done according to school regulations and pupils' code of conduct. We introduced it to the administration of general education institutions and on the base of their comments and suggestions drafted the final version. As an answer on our question- what kinds of violations do you have in general educational institutions under your command? We got quite a mixed picture. The results seemed encouraging, as the schools unanimously rejected having any kind of weapons, sharp objects, explosives, toxic and drug possession from the side of pupils. Absolutely not or rarely is fixed pupils under alcohol, carrying the things connected to obscenity, also any verbal or physical abuse to other pupils or teachers. The most common is delay the school without any valid excuse, using phone and an attempt to ruin the lesson. What kinds of arrangements do the schools have in case of pupils' disciplinary offense? In most cases, administration gives a verbal warning, reprimanding is rarely used.

Creation psychological service-center is quite a significant step. Center work shows that the amount of children with problematic behavior of general educational institutions is not so small. However, we think there is a low activity of parents and teachers. As visible, their collaboration stays in the center and continues neither in families nor at schools. We think there is the problem of teachers' low motivation and lack of pedagogical education in parents.

Also boarding – school is very important in Samtredia. Boarding school has succeeded in its mission (to create studying-upbringing environment to its pupils with mental disorders to reach their academic successes, to reach personally and to continue studying on the basis of got knowledge and abilities studied at school, to involve in labor activities, Public adaptation and the establishment of its full member) but we believe that in this regard more important measures should be taken. In this regard, we think it's necessary to make significant reforms, in particular, raise the educational function of the school. Unfortunately, it should be noted that today, we cannot meet the concept of upbringing even in the regulatory documentation of general educational system. In the General Education Law, we meet the term "General Educational Institution". According to our several researches, we saw that upbringing activities are weak at schools and all accents go to the teaching.

It's receivable and necessary all implemented activities for "Difficult Minds" from the State bodies. As the official statistics of Ministry of Internal Affairs shows us, mostly the majority of "Difficult Minders" under their supervision are improving themselves. However, we think that such kinds of activities are not enough. It's necessary to implement collaborative work different governmental bodies to avoid committing crime.

However, the results of researches reveal, that when pedagogical institutions are involved in formation of upbringing adults, the goals are reached more or less.

Conclusions and Recommendations

As a result of implemented research to study real circumstance with the scientific literature (Pedagogical, psychological, legal), we indicated:

1. The main factors, which supports the process of adults' formation into guilty juveniles: a) Inner personality factors - genetic, psychological; b) Unhealthy society - alcohol, drugs, violence, aggression; c) The role of the weak - the wrong arrangement of structures, low levels of education, school education gaps; d) Domestic conditions - poverty, persistent conflicts in the family, an incomplete family, family upbringing disadvantages.

2. "Dangerous Minds" are the adults distinguished with: social, emotional, cognitive, motor or behavior problems, or their combination.

3. Upbringing has a crucial role in the process of adults' formation into individual person.

4. Family is the most important in the complex system of upbringing. It depends, in what kind of environment will the children be and how the parents lead the upbringing activities.

5. Upbringing errors increases the risk of the formation into the plea. Formation into the plea is provided mostly by the upbringing errors, as followings:

- Less attention on adults
- Extra care;
- Mistrust;
- Constantly negative criticism;
- Neglect adolescent personality;
- Miscommunication with adults;
- Educational measure activities: Improper usage of incentives or punishment.
- Disorganization of adults' spare time.
- And not taking into account the specificities of the individual adolescent age;
- Inconsistency usage during upbringing activities;

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- Non-systematic usage during upbringing activities;
- Tutor's ambiguous attitude toward adult's behavior;

6. Disorganized upbringing is the result of low level of parent's pedagogical education.

7. Its necessity to support to increase pedagogic values in parents and do concrete activities connected to this issue (to create consultative bodies, several organizations, active collaboration of schools and families to improve pedagogic values in parents).

8. Working with upbringing activities is weaker at schools. Just only school administration's teachers' and mandatory's upbringing activities are not enough and are not forms of prevention, and it makes necessity of concrete activities from the state.

9. At general educational institutions it's necessary to create such kind area where the focuses will go on not only the education but on upbringing system too.

10. Increase of pedagogic education in parents, improvement upbringing functions of schools and joint work of schools and families will provide to make upbringing activities right, which reduce the risk of adult's formation into pleas.

11. School should get back its upbringing function and has to create environment for schools and families joint work.

12. For effective leading of upbringing activities, its favorable school to has employer, who will lead the process of upbringing activities and organize temporary requests and innovation methods for further activities (To take into consideration the views of school teachers, psychologist and other employees, also with agreement with director and according to specifications of grades and individual age groups of pupils and create the upbringing activities calendar. Makes database for each pupil about upbringing process. In the case of necessity according to psychologist's recommendations makes relevant decisions and creates relevant plan to resolve the problems with the teacher. Creates effective system of parent involvement at school life. Organizes regular meetings with parents according classes to give them

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information about existing problems and upbringing process. To establish correct values in pupils provides their involvement into extracurricular circles and clubs. Takes care to involve pupils in public activities. Leads safety of planned school excursions. In order to establish healthy lifetime supervises pupils' sport activities with teachers).

13. Properly organized upbringing activities are really one of the main possibilities to reduce the risk of adult's formation into guilty juveniles.

14. It's important (teachers, parents, school administration, psychologist, mandatory) people who are involved in upbringing processes, to take into consideration following recommendations:

- It's also necessary to react to adults' good behavior.
- The example of parents' positive behavior is one of the most important strategies to manage "Dangerous Minds", because personal examples have the special importance.
- In communication with "Dangerous Minds" effective communication has the special meaning. Categorical statements and commands often give negative result. And properly selected educational conversation has positive meaning for further prevention.
- Punishment is the upbringing activity, which needs special care. It should not be abuse, irrelevant with age and crime value and chosen by the way, child won't be sure in its justice.
- Punishment should be not the remover of tutor's anger, but deliberate, planned activity.
- It is possible physical punishment to be completely taken out from the punishment forms, because its example of aggression, which adults are successfully adopting and studying how to use to remove bad mood.

15. Crime prevention in "Dangerous Minds" can't occur with imposing criminal liability, contrary, such approach increases the risk of their offending behavior.

16. Usage imprisonment as a form of punishment with "Dangerous Minds" can occur if it's strictly necessary.

17. Teachers and Psychologist work with "Dangerous Minds" is very important in order to equip the genesis of the crime, the public awareness of the damage, moral growth, social skills.

The main results of the dissertation are published in the following scientific publications:

1. Mamrikishvili Nino, Crime prevention and legislation in the field of education, Akaki Tsereteli State University (Faculty of Pedagogics), VI International Scientific – Methodological Conference "Urgent Problems of Teaching and Upbringing". Conference proceedings, Kutaisi, 2015. ISSN: 2298 - 0539.

2. Mamrikishvili Nino, The importance of the issue how to organize the adults' free time properly in crime prevention, Akaki Tsereteli State University (Faculty of Pedagogics), VII International Scientific – Methodological Conference "Urgent Problems of Teaching and Upbringing". Conference proceedings, Kutaisi, 2016. ISSN: 2298 - 0539.

3. Mamrikishvili Nino, Adults who are left without parents in families and accompanying problems, Akaki Tsereteli State University (Faculty of Pedagogics), VII International Scientific – Methodological Conference "Urgent Problems of Teaching and Upbringing". Conference proceedings, Kutaisi, 2016. ISSN: 2298 - 0539.

4. Mamrikishvili Nino, „Difficult Children“ and its Causes, Georgian Foundation for Development of Sciens and Society "Intelecti", international scientific Journal №2(55), Tbilisi, August - 2016. ISSN 1512 - 0333.