

Support of Adolescents of Deviant Behavior with the Help of Educational Technology

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Annotation: This article will focus on the maintenance of the path with deviant behavior.

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Pedagogical support of the choice of the life path of adolescents with deviant behavior has its own obvious specifics, which is determined by the essential characteristics of the phenomenon of deviance and its typical manifestations in adolescence.

In modern psychology and pedagogy, an active interest in the phenomenon of deviance in adolescence is associated with negative trends in the development of modern society: diverse forms of social pathology increasing on a massive scale, criminalization of the social environment, a sharp weakening of the normative and moral regulation of public relations, a significant distortion of the nature of the relationship between parents and children.

Most domestic and foreign authors understand deviant behavior as situational behavioral reactions deviating from the norm, mental states, as well as personality development, leading to maladaptation of a person in society, violation of self-actualization and self-acceptance due to the developed inadequate patterns of behavior. Deviant behavior is always associated with any inconsistency of human actions, actions, types of activities with norms, rules of behavior, ideas, stereotypes, expectations, attitudes, values common in society or groups.

Among the various factors that determine the deviance of adolescent behavior, psychologists distinguish the following:

- social, determined by the social and socio-economic conditions of the development of society;
- socio-psychological, associated with the adverse consequences of a teenager's interaction with the immediate environment in the family, in a peer group;
- psychological and pedagogical, manifested in defects of school and family education;
- individual, acting at the level of psychobiological prerequisites of deviant behavior, which complicate social adaptation;
- personal, manifested in the actively selective attitude of a teenager to the norms, values of his environment, to the pedagogical influence of family and school.

There are various typologies of adolescents with deviant behavior. We rely on the typology proposed by psychologist N.Y. Maximova, it is based on the causes of deviant behavior:

1. Adolescents with deviations in the emotional and volitional sphere, overly pronounced individual typological features up to character accentuations and psychopathies. Such adolescents are characterized by unmotivated aggressiveness, outbursts of affective states, mental instability;

2. Adolescents whose resistance to pedagogical influence is due to personality changes associated with distortions of ideas about their relationships with others are actually "difficult to educate". The self-esteem of such adolescents can be either inadequately understated or inadequately inflated;

3. Pedagogically neglected teenagers who, due to lack of control and connivance on the part of adults, are not used to restraining their impulsive impulses, to reckon with the desires of others. Deviant behavior is caused by significant gaps in the acquisition of moral and ethical knowledge, lack of formation of moral ideas and especially skills of moral behavior.

4. The resistance of adolescents is caused by pedagogically incorrect forms of influence, when the teacher does not take into account age characteristics, shows tactlessness and inattention to the emotional state. In this case, the teacher needs a revision of the professional position.

Pedagogical support of the choice of the life path of adolescents with deviant behavior is possible only in line with a personality-oriented approach to education, the purpose of which is to promote the student's self-expression as an individual with the right to intellectual and economic freedom, moral autonomy, social sovereignty, priority of individual rights. The personality-oriented model of education takes into account the dynamics of modern society and those new personality traits that, in connection with this phenomenon, need to be developed primarily in adolescence and adolescence: readiness for personal growth, readiness for life as meaning-making, readiness for self-change, readiness for independent choice and responsibility for this choice, readiness for internality, readiness for tolerance. These personal characteristics need to be developed by the teacher himself.

Work with teachers included the following areas:

1. The essence of deviance in adolescence, factors of deviant behavior.
2. Features of the formation of moral values in adolescents with deviant behavior.
3. Choosing a life path as a value-semantic task of adolescents with deviant behavior.
4. Dialogue as the basis of interaction with adolescents with deviant behavior.
5. Technologies for entering a dialogue.
6. Group forms of organization of educational activities with adolescents with deviant behavior.
7. Technology of organizing group educational activities with adolescents with deviant behavior.

The task of teachers and classroom teachers is to promote awareness of life as a value, to enhance the personal significance of a teenager with deviant behavior, to create conditions for the formation of a life position based on a conscious choice of one's own life path in accordance with value guidelines.

All classes with teachers were conducted using interactive methods. As the practice of interaction with teachers shows, the greatest difficulty is the implementation of the principle of dialogization, which requires a rethinking and correction of the professional position, and, consequently, the rejection of evaluation: "good-bad", "right-wrong", acceptance and respect for the point of view of the teenager, with which the teacher may fundamentally disagree.

At the same time, purposeful work with teachers makes it possible to convincingly prove the advantages of dialogical forms of communication with adolescents, when professional helplessness in organizing class hours and understanding the problems of adolescence is removed.

Dialog forms allow the teacher to become an equal participant in interaction with adolescents when the teacher is a person who has more life experience, who knows how to listen and understand, who is aware of responsibility for his actions.

We have developed the following technology for the formation of teenagers' readiness for conscious choice:

- actualization of motives, which contributes to motivational inclusion;
- problematization, which contributes to the awareness of the inconsistency of the phenomena of life;
- comprehension, which contributes to the emergence of their own "tasks for meaning";
- group analysis, which helps to identify cause-and-effect relationships;
- reflection, which contributes to the analysis of personal attitudes and building their own way of doing things.

Teenagers need to be taught to cope with the problems that arise during communication on their own, to help them realize the positive features of both their own and other people, to develop self-regulation and self-control skills, the ability to analytical thinking, and as a result, to form a value attitude to life and responsibility for choosing its content.

So, pedagogical support of the choice of the life path of adolescents with deviant behavior is an urgent problem that can be solved only with a high level of professionalism of teachers. Systematic, demanding in combination with respect, patience, constant orientation to values during the dialogue can help a deviant teenager to find new meanings in life, overcome negative experiences and build positive life prospects.

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