

IMPROVING THE PEDAGOGICAL PROFILE OF DEVIANT BEHAVIOR OF MINORS THROUGH COLLECTIVE CREATIVE ACTIVITY

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ANNOTATION

Behavior preventive maintenance c deviations and the prevention of offenses is one of priority problems of pedagogical collective of college. In article perfection of organizational-pedagogical activity on behavior preventive maintenance c is considered by deviations of trained college.

Keywords: the college, organizational-pedagogical activity, deviations in behavior, preventive maintenance of deviations in behavior, modeling principles, structural components.

INTRODUCTION

One of the main state tasks is the formation of a stable and healthy society. At the same time, the object of national and state interests is youth, since the fate of society and the state largely depends on the habitual behavior, lifestyle, and personal qualities of modern youth. Educational institutions of primary and secondary vocational education mainly teach young people from 15 to 20 years old. This age group of boys and girls is at the stage of personal, professional and civic formation, their social activity is constantly growing. In this connection, the effectiveness of the work of pedagogical collectives for the prevention of deviant behavior of students largely determines the results of crime prevention in society.

As our experience shows, teenagers with learning difficulties, behavioral problems and attendance enter college. Thus, a survey of 232 1st-year students of primary and secondary vocational college groups (DAP-P questionnaire) showed the following results: 44% of students (102 people) show a significant predisposition to deviant behavior; 49% (113 people) show a significant predisposition to dependent behavior from psychoactive substances (tobacco, alcohol, etc.). The high level of students prone to deviant behavior is complicated by the low professional orientation of teenagers entering college and low motivation to study. In addition, the educational process in a vocational college is closely related to the production environment, the impact of which is not always positive.

These data convince that the college should provide a holistic, systematic educational process based on modern methods and technologies of preventive work. At the same time, it is necessary to comply with the requirements of the current legislation on the prevention of offenses, the organization of interaction with commissions for minors and the protection of their rights, departments for minors of internal affairs bodies and other subjects of prevention of the city.

The improvement of socio-pedagogical activities for the prevention of deviant behavior of students implies theoretical understanding and practical development of prevention in the educational process and the search for innovative approaches to this problem. One of the actual methods of studying objects of cognition is the modeling method. In pedagogy, modeling is used

not only as a method of theoretical research, but also as a method of transformative practice, a special way of solving traditional problems in an unconventional way.

In pedagogical science, the modeling method is justified in the works of V.G. Afanasyev, V.A. Venikov, B.A. Glinsky, I.B. Novik, V.A. Shtoff, etc. Modeling issues in pedagogical research are covered in the works of S.I. Arkhangelsky, R.V. Gabdreev, A.N. Dakhin, N.V. Kuzmina, etc. The basic concept of the modeling method is a model (from the Latin *modulus* - measure, sample). A model is understood as an analogue (image, diagram, sign system, etc.) of an object, process or phenomenon that reproduces in a simplified form the structure, properties, relationships and relationships between the elements of this object. The purpose of an analogue is to expand knowledge (information) about the original, its construction, transformation or management of the original.

The basic principles of modeling are such principles as: conceptuality; consistency; controllability. Conceptuality suggests that the pedagogical model should be based on a certain scientific concept, including philosophical, didactic, psychological, socio-pedagogical justification for achieving educational goals. Consistency means that the model must have all the features of the system: the logic of the process, the interconnection of all elements, integrity. Controllability implies the possibility of coordinating and synchronizing the main elements, varying means and methods in order to correct the results.

Choosing the modeling method as the most acceptable method of pedagogical research within the framework of the task, we propose a model of organizational and pedagogical activities for the prevention of deviant behavior of students. The model developed by us is a reflection of real socio-pedagogical practice and provides as the main task - the creation of a mechanism for improving the activities of teaching staff to prevent offenses among young people. This model is applicable to the organization of educational activities of educational institutions of primary and secondary vocational education, the purpose of which is to educate a socially adapted personality of a future professional.

In the model of organizational and pedagogical activity for the prevention of deviant behavior of students (Fig. 1), we distinguish the following structural blocks: a block of goal-setting, a block of planning and selection of methods, forms, methods of prevention of deviant behavior, a block of the content of educational and preventive activities. The structural blocks reflect the main stages of pedagogical technology for the prevention and prevention of deviant behavior of students. The block of educational and preventive activities is divided into structural modules and components.

The modules - medical-psychological, psychological-pedagogical and socio-pedagogical, determine the directions of educational and preventive activities of the teaching staff and take into account the peculiarities of the subjects of this activity. The content of each module is revealed through structural components - diagnostic, correctional, developmental and reflexive, which determine the sequence of educational and preventive work of teachers.

The task of the diagnostic component for each module is to identify problems in the development of students' personality, interpersonal relationships in teams, families of students using various methods (psychodiagnostics, pedagogical observation, conversations, surveys, questionnaires, etc.).

The correctional and developmental component implies correction of upbringing, development, socialization and educational activities of students, as well as coordination of all preventive actions. Among the methods of correctional and developmental pedagogical activity are such methods as: conducting class hours, meetings, lectures, discussions, quizzes, contests, excursions, hikes, promotions, as well as individual conversations, training sessions, classes on special programs, project activities, etc.

The reflexive component involves evaluating the effectiveness of educational and preventive activities in order to identify difficulties and make adjustments to the work of the teaching staff to prevent deviant behavior and offenses of students. This component of the model implies an assessment of the results of activities by means of questionnaires, testing, repeated diagnostics of students and teachers, as well as by organizing monitoring on the main indicators (academic performance, attendance, the presence of offenses, the dynamics of changes in students' value orientations, etc.).

The model assumes close cooperation of the teaching staff in matters of prevention, therefore, the reflexive component contains such a block as "Evaluation of the results of interaction of college teachers, identification of difficulties and ways to eliminate them" through discussion at psychological and pedagogical councils, instructional and methodological meetings, pedagogical councils, etc.

- Identification of students' health: health groups, chronic diseases;
- Diagnostics of physical qualities and physiological indicators of health, lifestyle;
- Identification of eating habits
- Psychodiagnostics of personality;
- Psychodiagnostics of deviant behavior;
 - Diagnostics of the psychological climate and interpersonal relationships in groups, in the teaching staff;
 - Identification of problems of interpersonal interaction in the family
 - Study of the conditions of family upbringing and social environment, including in practice;
 - Identification of orphans and wards;
 - Identification of value orientations and needs, culture of behavior; interests, abilities and inclinations
 - Control over attendance, academic performance, behavior;
 - Formation of success, active social position;
 - Development of creative abilities, leadership qualities, adequate self-esteem
 - Expanding horizons and cognitive interests;
 - Training in socially important skills, introduction to healthy lifestyle;
 - Social and legal protection of n/a, prevention of neglect, homelessness, cruelty and violence;
 - Legal education of students and parents;
 - Assistance to parents in the correction of upbringing
 - Assessment of the dynamics of personal growth, value orientations;
 - Assessment of attendance, academic performance;
 - Assessment of the dynamics of students' activity in the life of the number;
 - Assessment of changes in the composition of the "risk group" ;

- Assessment of the dynamics of the commission of administrative and criminal offenses of students.

As the study showed, the effective implementation of the organizational and pedagogical activity model for the prevention of deviant behavior of students is possible under certain conditions. These include objective: the well-being of the social environment; sufficient financial and material base of the educational institution and subjective: a comfortable educational environment; the position of the teaching staff; professional competence of teachers; the level of interaction of the educational institution with the family and organizations of the district, city.

The comfort of the educational environment presupposes a favorable moral and psychological climate in the pedagogical and student collective, satisfaction of participants in the pedagogical process with joint activities. By the position of the teaching staff, we understand: the value-semantic unity of teachers on the organization of educational and preventive activities, responsibility for the health and safety of pupils; the level of personal responsibility for their own competence in matters of deviations and the boundaries of this competence; the level of motivation of teachers to work together to prevent deviant behavior of students at the levels of "teacher-teacher", "teacher-pupil".

CONCLUSION

Thus, the issues of prevention of deviant behavior of students are the most important tasks of the teaching staff of the college. The effectiveness of educational and preventive activities depends on such factors as: a systematic integrated approach to the organization of this activity, the level of psychological and pedagogical competence of the teaching staff, including in matters of deviations, as well as the level of interaction and joint activities of teachers, psychologists, parents and specialists of prevention institutions of the district, city.

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