

IRSTI 14.35.07

FUTURE TEACHER - PSYCHOLOGIST TRAINING FOR WORK WITH DEVIANT BEHAVIOR PUPILS

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The article is devoted to the issue of future specialist training for work with difficult pupils at school. The authors disclose the content and stages of future specialist training in the system of university educational process, which is aimed at finding the most optimal ways of forming and improving the pedagogical knowledge and skills of the future teacher-psychologist to work with pupils with deviant behavior. The authors developed a theoretical model of formation of the future teacher-psychologist training for work with deviant behavior pupils. Motivational, substantive, activity, evaluative-reflexive components are revealed. Levels and indicators of the future teacher-psychologist training are determined. Authors' method involves a step-by-step process of improving the school psychologist's pedagogical knowledge, skills and abilities for organizing and structuring the content of correctional and educational activities with difficult teenagers.

Keywords: *teacher-psychologist training, deviant behavior, work with deviant behavior pupils, model.*

The complexity of modern social processes, their high dynamism often creates various kinds of deviations in behavior among schoolchildren. Due to the instability of our society, the problem of “difficult” children is now particularly acute. Many researchers in the field of difficult childhood (I.A. Nevsky, V.V. Trifonov, L.I. Belozerova, etc.) consider the phenomenon of lack of education as a result of the imperfection of pedagogical practice, a consequence of a flaw in educational work.

Deviant behavior has a complex nature, due to a variety of factors that are in complex interaction and mutual influence. In recent years, it has become widespread and put this phenomenon in the focus of attention of social workers, psychologists, teachers, law enforcement officials, etc.

According to medical-psychological, educational, social (behavioural) and culturologically valuable criteria of predisposition to deviant behaviour, the most typical displays of deviant behaviour were defined: the use of alcohol, drugs, tobacco smoking; frequent cutting of classes, poor performance; committing of offences, crimes; low level of general and communication culture, inability to organize productive leisure [1; 464]

“Deviant behavior is always associated with any inconsistency of human actions, activities common in society or its groups of values, rules, stereotypes of behavior, expectations and attitudes. This can be not only a violation of formal (legal) or informal (moral, customs, traditions) norms, but also a “deviant” way of life, a “deviant” style of behavior that is not appropriate in a given society” according to Y.I. Gilinsky [2; 39]. From this definition it follows that one of the main characteristics of deviant behavior is the mismatch of personal needs and the needs of society.

According to Robinson and Bennett, deviant behavior is defined as the “voluntary behavior of organizational members that violates significant organizational norms, and in so doing, threatens the well-being of the organization and/or its members” [3; 556]

S.Yang, and J.L. Geller have the same opinion about the concept of deviation that “identifiable norms and values against which behavior is defined as pathological” [4; 17].

In order to more accurately define the concept of “deviant behavior”, the researcher of this issue E.V. Zmanovskaya revealed the following signs of deviant behavior:

- deviant behavior deviates from generally accepted or officially established social norms
- there is compulsory censure by society
- there is a destructiveness of deviant behavior, i.e. the ability to harm the person or others
- this behavior is persistently persistent (multiple or prolonged)
- deviant behavior is considered within the medical norm

- there is a decrease in the quality of life and social maladaptation [5; 8-10].

Willison and Warkentin have proposed the need to study computer-related deviant behavior beyond the dominant deterrence approach. They suggested three research areas that warrant further empirical studies: 1) criminal justifications and deterrence, 2) instrumental and expressive motivation and deterrence, and 3) workplace disgruntlement and employee computer crime. [6; 14]

Thus, E.V. Zmanovskaya defines deviant behavior as a stable behavior of an individual (group), deviating from social norms, causing real damage to society or the individual (group), accompanied by social maladaptation, and bringing hidden benefits to its bearer.

As a well-known researcher of this issue V.V. Trifonov rightly observes: "It is necessary to fully recognize the fact that children's offenses are direct pedagogical costs, the result of the irresponsible upbringing of difficult pupils, the shortcomings of the entire teaching staff, and therefore the higher pedagogical establishments" [7; 34]. In this regard, the task arises of improving the training of teachers for educational work with this category of pupils.

In modern society, various social changes, the economy, crises in education negatively affect the behavior of the child. As a result, the number of crimes among children and adolescents is growing, adolescent alcoholism, hooliganism, and drug abuse are becoming a social problem, and the number of children with mental disabilities is increasing. Since the formation of deviant behavior of children-teachers who organize specific activities, there is a need for their professional training, consideration of scientific psychological and pedagogical foundations. Especially urgent is the need for effective training of specialized teachers-psychologists who provide support to deviant children.

A feature of this profession is constant communication with children. The activity of a teacher-psychologist requires working with children, so a noble profession that requires patience to physical and psychological stress, hard work, responsibility, ability to listen and hear people, share people's experiences, help them in solving difficult life situations [8, p.79].

At the same time, the teacher-psychologist of the school works both with pupils of different ages and with teachers, advising on individual problems, helping to solve individual and social problems.

That is, the sphere of professional activity of a teacher-psychologist is wide. It primarily takes care of their mental health, creating a comfortable environment for pupils. In addition, to identify persons in need of psychological assistance, a mass examination, psychological and pedagogical examination is conducted, and their records and control are maintained. If necessary, provides psychological assistance, including helping to establish a microclimate in the family.

It conducts educational work among pupils, parents and teachers of the school. Graduates of the school receive specific recommendations on professional orientation from the teacher-psychologist. Participates in development of programs of development of educational activity and correction taking into account age and sexual individual features of pupils [9; 16-17]. Search and psychological support of creatively gifted children, promotion of their growth, formation of personal psychological culture, resolution of all possible disputes – the professional task of a specialist in this field.

In this regard, the content of the professional activity of this specialist provides for the organization of the pedagogical process at the level of requirements of psychological and pedagogical science and practice, work with parents of pupils, communication with extracurricular educational institutions, the implementation of scientific and methodological relations with colleagues.

However, today one of the actual and complex pedagogical problems is the problem of deviant pupil [10,p.4]. In this regard, one of the main tasks of a teacher-psychologist should be to find ways and manipulations in the education of the young generation, involving them in public life as an active citizen.

The main form of activity of the teacher-psychologist at school is creation of conditions for development of the deviant child, establishment of partnership relations and communications between a family and school. Therefore, it interacts with the school administration, teacher, social educator, educator, deviant pupil with their parents.

Analysis of the studies allows us to conclude that the modern practice of future teacher training for work with deviant children is based on constructively-stimulating, competent, personal-activity approaches that are focused on the dynamic interaction of the teacher with the teenager, the formation of personal responsibility, self-control of the behavior and activity of a teenager in the process of overcoming a problem situation.

The professional activity of a teacher-psychologist with deviant adolescents has much in common with the training of named pedagogical specialists at a university, however, the specifics of a teacher-psychologist's work presupposes different forms and methods of working with deviant adolescents, therefore, the process of teaching pupils at a university requires different approaches training system.

The main form of activity of the teacher-psychologist at school is creation of conditions for development of the deviant child, establishment of partnership relations and communications between a family and school. Therefore, he/she interacts with the school administration, teacher, social educator, nurse, educator, deviant pupil with their parents.

Hence, the main areas of the work include the following areas:

1. psychological diagnostics is a field that provides scientific justification for deviations from the norm of the features of interpersonal development of pupils and parents. The main task of psychological diagnostics is to give teachers the necessary information about the individual psychological characteristics of pupils.

2. psychological education (prevention) - providing the teacher, parents, deviant pupil with psychological knowledge and bringing news. That is, measures to prevent deviant behavior through psychological education. The purpose of psychological prevention: strengthening, preservation and development of psychological health of pupils at all age stages. Taking into account each age period, we believe that the most responsible direction of the teacher-psychologist is the working out and implementation of development programs for children, taking preventive measures, creating conditions for the full development of the child through the process of education and training in school.

3. Psychocorrection and development – correction provides corrective measures for children with behavioral disorders. That is, getting rid of children from psychological deviations in personal development, the formation of various positive skills and abilities, the development of skills in general. The direction of correction and development in the work of a teacher-psychologist is the most difficult in the activity. Therefore, the implementation of this direction requires professional skills from the future specialist.

4. psychological consultations, professional consultations – on a diagnostic basis. The purpose of psychological counseling: assistance in solving problems arising in the pedagogical process, problems arising in the educational process.

5. social and pedagogical activity: work with specialists to solve problems that go beyond the scope of functional responsibilities (speech therapists, typhopedagogues, defectologists, etc.), professional competence of specialists with a wide range.

The successful implementation of these tasks is directly related to the training of teachers-psychologists of pedagogical universities of a new type, capable of creative thinking, professional and pedagogical qualifications, well-qualified specialist.

At the same time, an important condition that ensures the future teacher is ready to work with deviant adolescents is the support in the process of teaching pupils on axiological (value), personality-activity and system-holistic approaches. The above approaches are the methodological basis, the installation on the formation of the readiness of the future teacher-psychologist to work with deviant adolescents.

The axiological (value) approach, in the context of our study, is based on the idea of creativity as a universal value in the development of the personality of a future teacher. The activities with adolescent deviants, the study of the causes and types of deviant behavior and, in fact, the study of the issues of deviation is a creative process, as a result, the purposefulness of the pedagogical impact is a necessary condition for the formation of readiness.

The personal-activity approach is based on the fact that the most significant condition for the development of the personality of the future teacher-psychologist is his/her training, and subsequently labor activity. The development of mental processes, individual psychological neoplasms in pupils substantially depends on the content and structure of the activity, the goals and means of its implementation. The study of the specifics of psychological and pedagogical, developmental, correctional activities with deviant adolescents, teaching and training of pupils for the upcoming work, is based on research, conceptual positions and experience of domestic and foreign scientists in the field of deviant behavior, as well as relying on their own observations, studies during the learning and psychological and pedagogical practice. Thus, the personal-activity approach allows you to create an individual-personal

path of formation and self-determination of pupils who are able to use experience, research of scientists in the field of behavioral deviations, as well as the development of new psychological and pedagogical knowledge, skills.

A system-holistic approach to the formation of the readiness of a teacher-psychologist to work with deviant adolescents requires its consideration from the standpoint of systematization, integrity and pupil understanding of the relationship between concepts and laws, scientific facts and postulates, awareness of their application in scientific theory and practice. This approach is characterized by the presence in the pupil's mind of structurally functional, systematic, substantive and logical connections between the elements of knowledge and practical skills.

At the same time, in determining the content of a future teacher training for working with deviant behavior pupils (DBP), we proceed from the content of psychological and pedagogical activity in the theory of pupils with deviant behavior.

In the study, based on the N.Hmel's theory, we will divide the training structure into four components. They are: motivational, substantive, activity, evaluative-reflexive.

The motivational component of training is a set of motives of the future teacher, providing an understanding of the pedagogical and personal essence of pedagogical and psychological-pedagogical professional activity and orientation in working with DBP.

In work with deviant children, psychological and pedagogical training, skills, will, motives and interests of future teachers will be covered.

Indicators:

- presence of interest in working with DBP, its necessity;
- understanding the nature of deviations in pupil behavior related to deviant behavior;
- pedagogical understanding of the causes of deviant behavior of the child;

The substantive component is the availability of knowledge about the formation of future teacher readiness to work with DBP.

Teacher training includes the state of professional experience of the teacher, education, readiness to carry out educational and upbringing activities.

Indicators:

- knowledge of deviant behavior;
- knowledge of the theoretical foundations of working with DBP;
- ability to organize educational work with DBP;

The activity component includes a set of techniques and methods that determine the practical training of DBP in accordance with the principles of the formation of professional skills and teacher training. This component, in particular, includes the ability of future teachers to put knowledge gained in theory into practice.

- ability to self-improvement and development;
- be able to conduct psychological and pedagogical consultations of DBP;
- ability to conduct psychological and pedagogical correctional work with DBP.

The evaluative-reflective component in the educational process reveals signs of self-development of pupils, formation of information and communication competencies.

- self-assessment of training and activities;
- formation of self-esteem and self-evaluation;

Based on these definitions, "training of future teachers to work with DBP at school" is students' understanding of this goal, formation of professional pedagogical skills, knowledge and ability to apply knowledge in practice, on the basis of which a holistic theory and practice that make up personal traits.

The analysis of scientific and pedagogical literature showed that in the formation of the professional activity of a future specialist, it is necessary to develop his/her motivational, substantive, activity and evaluative-reflexive components. Therefore, in our scientific research, we consider these components as an important core in the structure of the preparedness under consideration.

Based on this model, three levels of future specialist preparation are determined (low, medium, high). They reflect the ratio of indicators with criteria.

These components of university student training for work with DBP at school are closely related to each other and make up the complex level structure of this training.

Due to lack of theoretical knowledge of deviant behavior, there is a low level of interest in the issue of deviation and knowledge of the causes of its occurrence, there are no searches related to conducting preventive work with difficult pupils. They pay attention to the good traits of the pupils and do not pay attention to the internal qualities of students.

Medium level students have formed ideas about DBP, are able to distinguish the essence of working with them, strive to master the knowledge necessary for themselves. However, in working with children with deviant behavior, they cannot determine the factors that affect them, methods of assistance, directions and measures for preventive work.

High level students can feel the value of working with DBP and perceive it emotionally. They are motivated to work with methods for solving the problems of deviant behavior, pedagogical and psychological foundations of preventive measures, forms of consultation. Future specialists, using the content and methodology of educational work, perfectly master the possibilities of forming readiness for conducting educational work with DBP.

Improving the practical and theoretical training of future pedagogical specialists for the formation of readiness for conducting educational work with DBP at school, deepening their knowledge, determines the systematic activity of teachers and university students.

Thus, analyzing the teacher's readiness for a specific activity, research on the components, criteria and indicators of psychological and pedagogical activity in working with DBP, we developed a meaningful model of the theoretical basis for the structure of preparing a future teacher for working with DBP.

Also, at present, in the scientific literature, the training of teachers, including future teachers, attention is paid to informational, systemic, contextual, activity, personality-oriented, integrative and other aspects of the organization of the educational process in higher educational institutions. As for the conducted research, it is considered appropriate to use systemic, active, contextual, reflective and participatory positions in forming the readiness of future teachers to work with DBP.

In our study we have based on the theoretical positions of systematic and activity approaches studied by the foreign scientists such as A.D. Hall, R.E. Feigin [11; 255], V.I. Andreev [12; 68], W. Ross Ashby [13; 221] and others.

Disclosure of the content of the problem of the formation of the readiness of future teachers to work with DBP in the school as a whole is impossible without a systematic approach [14; 17]. In our work, we study: 1) the existence of the purpose of the studied pedagogical object as a system; 2) the construction of the path of formation of the investigated object as a system; 3) the study of the various foundations of the system (patterns, factors, conditions).

An important role in the study of the problems of formation of preparation for a certain type of psychological and pedagogical activity among future teachers is played by the activity approach in revealing the main theoretical content of vocational training. An activity approach ensures the orientation of all pedagogical measures on the assimilation of technologies, norms and values of working with DBP, the improvement of personal qualities [15; 31].

According to our ideas, future teacher training for work with DBP should be implemented in 3 stages: preparatory, basic and final, which correspond to the years of study: I stage – 1st year, 2 stage – 2nd and 3rd year, 3 stage – 4th year.

The main goal of stage I is to determine the place and role of pedagogy as a science; to form an internal model of behavior, a value attitude to the popular experience of upbringing, including upbringing by the whole world, the way of life of the Kazakh people; to form an installation for the implementation of the task of raising a healthy lifestyle for pupils.

The process of the formation of the readiness of a teacher-psychologist to work with DBP is a regulated system in which theoretical ideas, principles, approaches, methods, tools, organizational forms of training are embodied. In this regard, the system of work on the formation of the readiness of the future specialist to work with DBP is scientifically based applied knowledge about the management and organization of educational activities.

The third stage is a specially-organized professional and practical training of future teachers-psychologists for the implementation of targeted psycho-preventive work, which includes a set of active educational (including correctional and pedagogical) activities. When organizing them, we believe, first of all, to follow the principle of an individual approach to upbringing, which allows us to timely identify

deviations in the mental development of the child, to respond sensitively to changes in his/her need-motivational and emotional-volitional spheres, determining individual measures of influence that are most effective in relation to a particular learner. The implementation of this approach in the education of schoolchildren will contribute to the organized inclusion of teachers in a single integrated system of psychological and pedagogical activities for the prevention of abnormal personality manifestations, their early detection and timely rehabilitation.

Thus, taking into account the analysis of scientific, theoretical and professional studies, we have developed a model of the teacher-psychologist training for work with deviant behavior schoolchildren, which includes the following components: motivational, substantive, activity, evaluative-reflexive. The development of these components, in our opinion, is carried out in stages in the system of professional and pedagogical training of a teacher-psychologist at a university and should find its logical continuation in the conditions of a system of advanced training of teachers.

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Болашақ педагог-психологты девиантты мінез-құлықты оқушылармен жұмысқа даярлау

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Мақалада болашақ мамандарды мектептегі қиын балалармен жұмысқа даярлау мәселелері қарастырылады. Авторлар университет оқу процесі жүйесіндегі болашақ маман даярлаудың мазмұны мен кезеңдерін ашады. Бұл болашақ педагог-психологтың девиантты мінез-құлқы оқушыларымен жұмыс жасауға дайындығын қалыптастырудың оңтайлы тәсілдерін айқындауға мүмкіндік береді. Сонымен бірге авторлар девиантты мінез-құлықты оқушылармен жұмыс жасау үшін болашақ педагог-психолог даярлығын қалыптастырудың теориялық моделін ұсынды. Оның мотивациялық, мазмұндық, іс-әрекеттік, бағалық-рефлексиялық компоненттері айқындалған. Болашақ педагог-психологтардың даярлық деңгейлері мен көрсеткіштері анықталған. Авторлық әдістеме мектеп психологының қиын жасөспірімдермен түзету-тәрбиелеу іс әрекет мазмұнын ұйымдастыру мен құрылымдауды жүзеге асыру үшін педагогикалық білім мен дағдыларын кезең-кезеңімен жетілдіруді қамтиды.

Түйін сөздер: педагог-психологты даярлау, девиантты мінез-құлық, девиантты мінез-құлықты оқушылармен жұмыс, модель.

Подготовка будущего педагога-психолога к работе с учащимися девиантного поведения

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Статья посвящена проблеме подготовки будущего специалиста к работе с трудными учащимися в школе. Авторы раскрывают содержание и этапы подготовки будущего специалиста в системе вузовского учебно-воспитательного процесса, которая нацелена на поиск наиболее оптимальных путей формирования готовности будущего педагога-психолога к работе с учащимися с отклоняющимся поведением. Авторы разработали теоретическую модель формирования подготовки будущего педагога-психолога к работе с учащимися девиантного поведения. Выявлены мотивационный, содержательный, деятельностный, оценочно-рефлексивный компоненты. Определены уровни и показатели подготовки будущего педагога-психолога. Авторская методика предполагает поэтапный процесс совершенствования у школьного психолога педагогических знаний, умений и навыков для организации и структурирования содержания коррекционно-воспитательной деятельности с трудными подростками.

Ключевые слова: подготовка педагога-психолога, девиантное поведение, работа с учащимися девиантного поведения, модель.

Received on April 21, 2020.

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ӨНЕР ЖӘНЕ МӘДЕНИЕТ

Раздел 6
ИСКУССТВО И КУЛЬТУРА

Section 6
ART AND CULTURE