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Prevention of deviations by means of forming social behavior of students

The article deals with the peculiarities of formation of social behavior of schoolchildren, the importance of mechanisms of self-regulation of behavior. It is connected with a wide range of deviations, widespread in the modern school environment. The prevention of deviations is the main component in the formation of a stable life position of a personality. The development of schoolchildren's social skills is an actual direction of socio-pedagogical work, as the main task of global competence formation is to increase the effectiveness of social skills and functional literacy of students. The aim of the article is to study the application of social and pedagogical technologies, in particular, the creation of a constructive environment as an important tool for shaping the social behavior of school students. The authors propose a training program for 6–10-year-old children to develop their social competence; a thematic plan of lessons with specific recommendations for their organization and implementation is given. The integrated use of methodological approaches (theory of individuality development, dispositions, situational theory, behavioral approach to the definition of deviant behavior) allowed the authors to devise methods to develop adaptive abilities and ensure social competence of personality through the development of self-regulation mechanisms.

Keywords: deviations, social behavior, schoolchildren, official and informal training program, mastering strategies of social behavior, effectiveness of social skills, age features, global competencies, critical thinking.

Introduction

Kazakhstan sets a perfect example of a post-Soviet country that is finding itself in the process of transitioning to the market and democracy and building ambitious plans for its entry into the list of the most competitive countries worldwide. For a country this young and sovereign, the above issues appear especially relevant. Deviant behavior has become a daunting problem lately. More pupils are displaying abnormal behavior and thus destabilizing learning processes within school settings [1]. The spread of various forms of deviations in modern society particularly affects the space of children's relationships. In modern digital realities, it is important to differentiate between effective, inefficient and problematic smartphone use (Nawaz, 2023) is also considered as one of the forms of deviant or proactive behavior [2]. In these conditions, organization of the process of developing a new, future type of personality becomes imperative.

The existing education system in each country plays a pivotal role in reaching this goal.

The relevance of modernizing approaches to the process of personality development adequate to the modern social requirements of society appears obvious as well. It should hold a special place for the development of a schoolchild's social activity skills as the goal of preventing deviations in behavior. It seems that efficiency largely depends on the unity of pedagogical science and practice.

Psychological support and development of students' personal qualities will become the key to successful adaptation to the rapidly changing conditions of the modern world.

They are directly responsible for the preservation and development of the whole world of activity. This is the exact reason why social responsibility and outside world interaction skills are of paramount importance for behavior. Thus, the state's educational policy needs to actively update pedagogical activities to shape social behavior effectively. Rapidly advancing technologies, driving global development at an accelerated pace, further exacerbate the situation.

Kazakhstan is integrated into the world community in matters of effective social development of observing children's rights to education and social security through active application of a number of interna-

tional documents. Among them: the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Bologna Declaration, the World Declaration on the Survival, Protection and Development of Children, etc.

These and other additional documents found the footings for our research and analysis of social technologies forming relational behavior. Undoubtedly, the problems of forming a constructive social orientation of behavior deserve the closest interest, in light of which, we are talking about the future of Kazakhstan, its value-based orientations, as well as the national security, the roots of which stem from the upbringing, personality development, creative growth, and civic education of the younger generation [3].

There is a multitude of social mechanisms for monitoring and regulating different variations of both institutional and non-institutional manifestations of individual behavior.

These regulatory mechanisms consist of the following:

1. Establishment of external behavior adjusters, e.g., norms, rules, patterns, instructions, codes, etc.;
2. Behavior adjustment;
3. Behavior assessment;
4. Establishment of sanctions.

An individual's environmental activity is largely determined by the following spectrum of social-factor influence: peer community, current agents of socialization, and real institutional influence of society [4; 5].

Concurrently, a child in our society first encounters a large-scale "socially sanctioned" deviation from the norm right at the beginning of schooling, being forced to integrate themselves into the official and additional, unofficial (developed for more effective, from the teacher's point of view, development of cognitive skills and abilities) curricula. Undoubtedly, the official curriculum existing on the basis of relevant model rules and standards aims to organize educational and upbringing process through introduction of modern technologies and is regulated by specific research results in this area [6]. Now, the additional, unofficial curriculum reflecting a unique reaction to real conditions, including for the implementation of official curriculum's objectives, creates opportunities for a gradual introduction of the child, now positioned as a subject of school education, into the world of knowledge and social relations through development of social skills, formation of a personal model of behavior, and understanding of the nature of social requirements. Children are naturally spontaneous in their perception of the very essence of the unofficial curriculum due to its relative obligatory nature. It is not about the need to subordinate the teacher to a strictly formalized approach to education, but rather finding a connection between the standard and creative variability in addressing the issues of developing a socially responsible personality as a whole. In these circumstances, special importance belongs, on the one hand, to providing the teacher with greater independence in determining the methods of integrating new things into the content of education and upbringing, and on the other hand, to creating conditions that best promote independent personal development of the student's adaptive abilities and their social competence.

From the first days of schooling, the child begins to realize how all forms of their social activity receive a specific, fairly strict social assessment. We believe that a child's immersion in the environment of new relationships and assessments depends on the creation of appropriate conditions within the school's educational space. This process requires the presence of open social interactions, fostering the student's understanding of personal social responsibility, the fundamental nature of social norms and expectations, and the role of these norms in mediating the relationship between the child as an individual and society. Openness means a close connection between the educational process and the real conditions of social interaction. Specific social norms play a pivotal role in developing the strategy of the individual's social behavior.

A child who knows the rules is not always adapted to school life. We assert that knowing the norms alone does not contribute to, but rather negatively affects, adaptation to the school space. Realizing and understanding this is of utmost importance.

However, the formation of social skills in regulating behavior helps him adapt as quickly as possible. Social skills and behavior regulation are honed through direct interactions within a comprehensive educational framework and structured activities.

Social competence requires a specific result in real social skills and abilities through the practice of active social interaction.

We believe that such practice must be specially organized in a children's environment and will help develop individual social skills and abilities, including the following:

1. A clear articulation of an issue. Addressing it is a prerequisite for everyone involved.
2. Circumstantiation of the "staff" structure, breakdown of roles and responsibilities.

3. Group decision making.
4. Player interaction system.
5. Articulation of the shared objective.
6. Occurrence or creation of conflicts, player viewpoint and interest differences.
7. Creation and execution of the procedure for addressing issues.
8. Identifying methods to track game advancement and evaluate effectiveness of problem-solving measures.
9. Maintaining a positive attitude at all times during game.
10. A flexible incremental scoring system for all player activities.

It is assumed that students will learn to prevent and resolve conflicts with the environment through their most complete analysis via practice of game interaction. We insist on this approach, since game activity contributes to creation of conditions for informal relationships and, accordingly, allows the child to independently realize and determine hierarchy of values and social guidelines by themselves.

The following is an illustration of such a lesson.

Game title: "The Path of Difficulties."

This game contributes to the development of social integration skills through teaching the understanding of the uniqueness of each community member's personal interests, the search for common ground. Among the game's main objectives in the context of developing socially active behavior, we can highlight the following: assistance in constructively resolving a socially difficult situation, teaching the understanding of the essence of constructive / non-constructive behavior, and the features of its manifestation at both personal and social levels.

The lesson will progress in the following manner:

1. It is assumed that students will be able to actively search for answers to the following questions in a variable manner

- Can you remember any challenging situations you've encountered?
- What makes you categorize these situations as difficult?
- How did you respond to these challenging times?
- What was the outcome of these situations?

2. Common scenarios are identified, showcasing both constructive and non-constructive behaviors. Students will illustrate these scenarios with symbols or drawings on a sheet, independently building their own "path of difficulties."

Concurrently, the student must also independently find various options for solving these difficulties

The key objective of the activity is to generate a wide variety of responses. An adult or teacher will note all behaviors on the board.

3. The group will then engage in a discussion, examining the potential consequences of the behaviors shared and addressing the question: "What outcomes can result from such a set of actions?"

4. As a result, the student, critically comprehending specific situations, understands the essence of constructive behavior and possibilities of its integration into the structure of their social activity.

Consequently, it can be argued that development of social self-regulation can be realized with the help of specially organized game-based educational programs that provide for active group interaction

It is important that curricula be built with consideration of the principles of respect, immediate response, openness, "Stop" (when each participant has the right to either speak out or remain silent), etc.

Undoubtedly, training of personnel is of particular importance for the implementation of such curricula. We believe that professionalization of social educators as specialists capable of promoting development of social skills and pro-social abilities needs special attention. Analysis of the content of curricula for the Karaganda Buketov University social educators gives grounds to assert that special course "Innovative Technologies for Organizing the Educational Process in Schools" can be especially distinguished in the content of the entire complex of academic disciplines ensuring the process of professional training. Such attention is dictated by its specificity in relation to familiarizing university students with the possibility of developing professional skills in integrating innovative technologies into the content of professional activity itself.

Methods and Materials

In today's environment, despite the rather great attention of the scientific and pedagogical community and the presence of certain results in this area, researching the issues of developing social skills in school-children, forming their skills of pro-social activity and socially adequate behavior still remains relevant.

Indicatively, the analysis shows how the issues of organizing psychological and pedagogical support for school students in adaptation to the educational space as an environment for developing social behavior skills, social activity of the individual and finding ways to prevent behavioral deviations are still important.

We used historical and chronological methods to research constructive behavior teaching technologies. The list of utilized methods goes on and includes historical and logical analysis, comparative analysis, systematization, generalization, synthesis, and descriptive methods.

B.G. Ananyev conducted pioneer research in social behavior and formulated an individuality development theory (Personality. Subject of the activity. Individuality) [7]. He explored an array of differences between higher animals and humans. Social behavior is influenced by a multitude of features, including:

- Anatomical and morphological differences,
- Mental organization differences,
- Cultivating global connectivity (as subjects).

Personality development borrows from personal attributes, i.e., psychology, physiology, and intellect. Social behavior, identity, and self-perception in the world stem from the entire set of these properties.

Another theory that we will study is disposition (Allport, F. Znanetsky and W. Thomas), reviewed in the Anthology of American Sociology of the 20th Century [8].

Based on a special view of the concept of the rule of law, the disposition is such a part of it that, based on specific rules, reflects the entire set of socially approved methods and forms of behavior. From the point of view of the problem in question, this theory allows us to realize possibilities of integrating law, understanding its essence in the context of the child's acceptance of a social norm.

No less relevant is Situational theory (P. Hersey, K.H. Blanchard), which outlines not only an insight into the essence of social behavior of an individual, but also the nature of leadership [9].

We feel important to note that socially effective leadership is possible based on development of such qualities as openness to social communication, self-confidence, readiness to work in a team through awareness of joint development goals, prosocial orientation, and responsibility.

Social behavior is studied not only on the basis of understanding and defining the essence of the norm, but also by studying the specifics of behavior in a state of deviation from it. The above-mentioned problem has actualized the appeal to identifying causes and consequences of asociality. An attempt to determine it is reflected in sufficient detail in the behavioral approach to determining the features of stating deviant behavior of an individual and a social group [10]. The key idea is that social and asocial behavior of an individual and a social group is the result of adaptation to the environment and, concurrently, the process of adaptation to its constant dynamic changes. The behavior patterns are seriously influenced by the hierarchy of needs and values that a person is guided by. Under these conditions, an individual's social performance, repeatability of the personally positive result of social interaction entails a certain skill, social learning determining an individual's behavior pattern.

Figure 1 shows two ideas Gordon Allport's theory rests upon.

At the core any form of behavior is manifested either at the individual or group level. There is always a focus on adaptation to environmental changes.

Individuals prove out and apply every behavioral attribute in their book to achieve their goals.

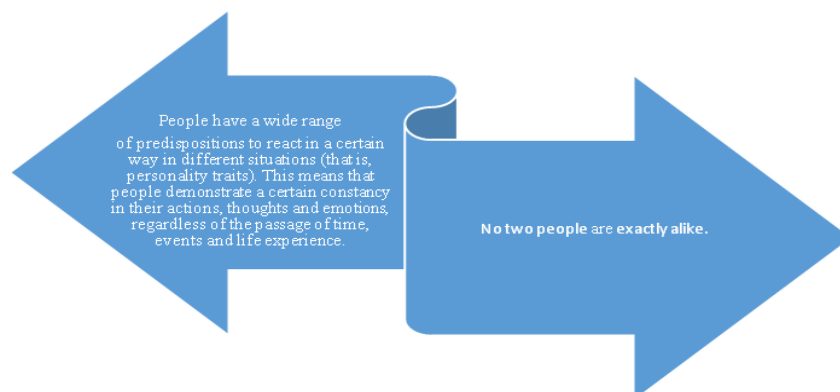


Figure 1. Gordon Allport's Idea

R. Smit notes in his book several psychological and pedagogical studies that prove that the six- to eight-year-old age is sensitive due to the emergence and formation of such characteristics as the formation of "Self-image," "Self-concept" (R. Burns, I.S. Kohn, etc.); worldview (T. Shibutani); deviation of reflexive thinking (V.V. Davydov, G.A. Zuckerman) [11]. It is important to remember how social skills and abilities are developed through the child's personal experience in the process of intentionally organized activities that contribute to the development of competencies required for social interacting (team, family, environment). Since this is how affiliative impulses form, i.e., the desire for psychological community with a group, which, in adolescence, is reinforced by conformist pressure from peers as motivating factors of social behavior. At school age, the active social interaction experience is important for the development of social competence of behavior. Consequently, for the next path to developing social competence, we consider it important to highlight specially organized interaction between students to avoid feelings of isolation, anxiety, worry, self-doubt, and mood deprivation. Social skills, such as establishing contact, joint activities, distribution of responsibilities, conflict resolution, listening skills, asking for help, self-regulation, etc. are developed and mastered in the process of joint activities. Activity interaction (group work, prosocial activities) should hold a major place both in the academic and extracurricular time of students. The effective development of social skills during organization, e.g., of prosocial work requires clear algorithms for completing tasks, discussing goals and rules of interaction, and practicing self-consciousness. Interaction can be focused on educational situations, however, upon completion of the task, it is important not only to evaluate its implementation, but also to discuss if the norms and rules of working in the group were observed. This approach promotes conscious implementation of established rules.

Children aged eight to ten develop their life goals and prospects in their self-consciousness (E. Erickson), the choice of selected motives (Y.L. Kolominsky), the formation of the social position "I am in the society of a child" (D.I. Feldstein), the formation of social maturity (A.A. Gudzovskaya), mastering social experience (K. Fopel) [12, 13, 14, 15, 16].

At the age of six to ten, children begin to show chaos in their mental processes while their behavior becomes disordered, developing a desire for recognition and to succeed in socially important activities [17].

In primary school (ages 6–10), students exhibit impulsiveness, act thoughtlessly, fail to weigh strengths and weaknesses, are very frank and spontaneous in expressing their emotions and feelings, which is due to the weakness of the mechanisms of volitional behavior regulation. However, the desire for recognition and success in learning still play an important role, therefore, the teacher must provide an opportunity to compare the starting data with the changes that occurred under the influence of compensatory and rehabilitation measures. Vygotsky's theory confirms the need for developmental learning, especially for the students that are less gifted, pedagogically neglected, lagging behind the pace of learning and mental development because their progress in the zone of proximal development is tinted with unevenness and uncertainty. Case in point, students with a predominance of visual-effective thinking fell into the category with unclaimed abilities, although it is precisely them who can easily develop flexible skills and show a tendency to communicate (aesthetic, environmental education, assignments in art lessons). Students with weak behavior regulation skills are neurotic, hypochondriacal (as a mental defense), which causes them to be withdrawn, distrustful, and isolated. Overexertion in improperly structured educational activities leads to underdevelopment of social needs and does not foster an interest in learning.

Examining the relationship dynamics between the child and their social environment appears to be one of major features of contemporary theoretical models of child development. A person's capacity to put the needs and priorities of a group first is basically how social regulation of behavior manifests itself. It is not inherent. L.S. Vygotsky has listed social factors directing and assisting children in adapting their own behavior, thus forcing development of normative regulation of behavior.

Figure 2 shows components constructing interaction [18].

The correct teachers' educational tactics reasonably direct their social behavior to achieve immediate goals in ways that provide an opportunity for social adaptation and communication [16].

The existing scientific literature provides a wealth of studies on childrearing; however, emerging social and educational trends have revitalized the topic, leading to additional investigations aimed at identifying new practical solutions, particularly ones concerning elementary school-aged children.

During the primary education phase, it is beneficial to focus on enhancing younger students' experiences in public relations and their social skills as part of their social development. The lack of solid knowledge of the method and conditions that facilitate or, conversely, complicate the beginning of the action is a real obstacle to the realization of one's own values and life positions [11].

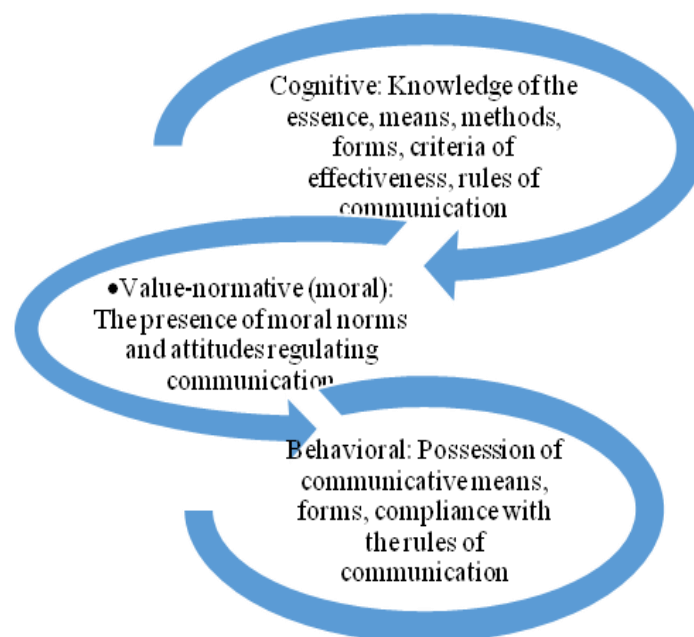


Figure 2. Interaction Elements

The core perspective supporting the integration of moral and spiritual education with other school subjects, especially “Global Competence,” is rooted in a comprehensive understanding of humanity and the world. This perspective acknowledges that humans are not simply biological and social beings but also possess a profound spiritual essence manifesting in the world through life, movement, growth, order, and harmony, and perceived in human consciousness as a timeless universal value.

With this foundation established, we then proceeded to examine the pedagogical principles (Fig. 3).

It is essential to recognize that methods for planning, organizing, and conducting classes designed to cultivate social behavior cannot be standardized. These methods differ according to the educational process context, the social and pedagogical strategies employed, the educational content, and, most critically, the teacher’s qualities and expertise. Teacher competence increases with their ability to effectively utilize a range of techniques and training resources. Managing the process of social behavior development involves both studying and teaching, requiring a variety of verbal and non-verbal communication methods and strategies. These approaches help guide, direct, and regulate students during their educational activities, to foster their capacity to acquire vital collaborative learning skills with both the teacher and their peers [19].

Karaganda city’s Secondary Schools No. 66 and 86 served as the sites of active research. Secondary School No. 86 students show a pronounced talent in artistic activity (the ability to draw and music), and Secondary School No. 66 students show a tendency mainly in cognitive activity (mathematical ability). Selection of these two educational institutions is dictated by the need to identify the features of shaping social behavioral skills of the student’s personality with an applied orientation in a comparative aspect of the student’s personality with an artistic orientation.

To identify specific traits of students’ social behavior, we have prepared a special set of questionnaires and six tests. In March 2023, we conducted a comprehensive survey of students on the topic “Direction of Thinking,” “Development of Willpower.” In total, 124 peoples took part in the survey: 62 people from Secondary School No. 86 and 62 people from Secondary School No. 66.

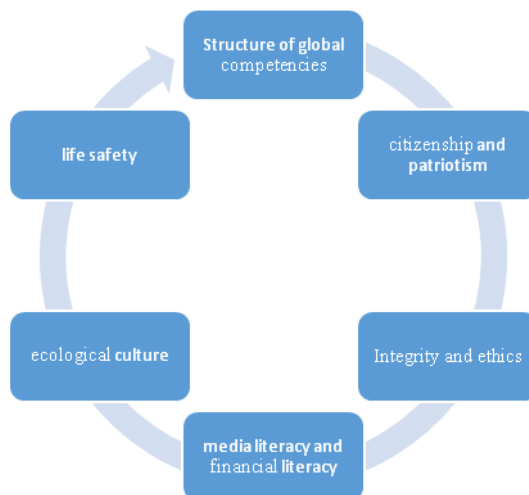


Figure 3. Structure of the Subject “Global Competencies”

Considering the unique traits of each student can aid in their social development and decrease conflicts by fostering social behavior skills. When individuals establish long-term goals that are realistically attainable, it is essential to break down their activities into manageable parts, develop a corresponding action plan, and address tasks systematically.

Methods of self-education: self-control. Table 1 shows the main stages of shaping social behavior.

Table 1

The main stages of the formation of social behavior

Main stages			
Motive	Struggle of motives	Selection of actions	Implementation
- Emergence of an invitation or establishment of an objective	- Discussion phase or identifying motivations (selecting tools, strategies, and techniques to achieve the goal)	- Decision-making (determining actions to accomplish the goal)	- Implementation of the decision made

The results have been processed after testing and presented in Table 2 and Figure 4.

Table 2

Students' Social Behavior's Basic Skills

Educational Institution Basic Skills of Social Behavior	Basic Skills of Social Behavior							
	Courage	Autonomy	Discipline	Perseverance	Determination	Restraint	Purposefulness	Initiative
No. 86 HS	26 %	21 %	35 %	6 %	2 %	6 %	2 %	2 %
No. 66 HS	8 %	27 %	23 %	13 %	8 %	3 %	2 %	16 %

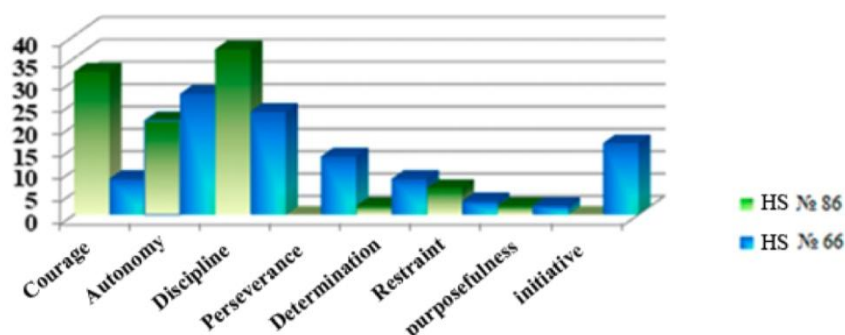


Figure 4. Basic Skills of Students' Social Behavior

Processing the results will consistently require consideration of the proportion of a certain expression of willpower. As practice shows, there are practically no pure manifestations of social behavior. If the percentage of any quality of will is 40 % or more, this quality prevails. If it is 30–39 % the quality of will is obvious, 20–29 % of the quality is sufficiently expressed and should be taken into account, 20 % is weak, 10 % is neglectable.

As a result of our research, we were able to dissect social behavior into the following fundamental skills:

1. The ability to show courage (correctly meet another person, introduce yourself);
2. The ability to be disciplined (be conscious in any situation);
3. The ability to be persistent (control your voice; correct apologies);
4. The ability to persevere;
5. The ability to demonstrate patience (exhibit restraint, tact, and politeness);
6. The ability to respond competently to criticism.

The next example of the effective influence of self-knowledge means on shaping social behavior of a student's personality was an indicator of a decrease in conflict among students in the period from 2021 to 2023 after conducting classes "Global competencies" among peoples. We determined it through the study (modification) of self-esteem according to the Dembo-Rubinstein method. The results were processed after testing. The data obtained are presented in Table 3, as well as shown in Figure 5.

Table 3

Trend of Minimizing Conflicts Among Students at Secondary School No. 86

School No. 86. Number of Students Involved in Conflicts	Academic Year 2018-2019	Academic Year 2019-2020	Academic Year 2020-2021	Academic Year 2021-2022	Academic Year 2022-2023
	11	7	6	3	0

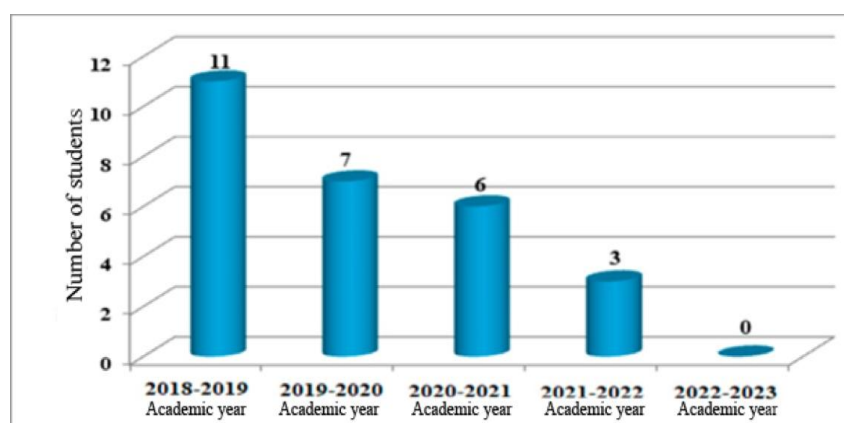


Figure 5. Trends in Reducing Conflicts Among Secondary School No. 86 Students

Results and Discussion

The subject “Global competencies” has become popular among students.

Self-education methods for social behavior can be implemented under specific pedagogical conditions.

The majority of grade 1–4 students (74.3 %) show a high level of knowledge on social behavior skills among students in the experimental groups, 14 % show a low level of knowledge, and only 11.7 % of students show a satisfactory level of social behavior’s importance.

The algorithm for teaching social behavior skills in the program is based on an innovative technology of empirical learning — the Kolb model (Experimental Learning Model) that presents training as a cycle spiraling upward and consisting of four stages: direct experience, reflective observation, abstractive excogitation, and active experimentation.

Kolb’s model views experience as a result of thinking and reflection. The greater the deviations along this path, the more attention the student’s efforts require to create an abstract model, which they then confirm in practical reality.

The cycle shows how the student extracts personal, thoughtful experience in a specific situation. This experience is lived directly through mental observations (reflection). The result of reflection determines how they learned to use knowledge (intellectual sphere), the ability to build relationships (social sphere), and the skills of communicating with beauty (aesthetic sphere) [20].

Students verify these conclusions in actions, actively experimenting and using them to create a new experience or a new vision of the original concrete experience. Honey P. and Mumford A. modified the Flask model. The authors argue that having determined the dominant teaching style, each student can be attributed to one or another type (Fig. 2), conditionally titled “An Activist” (active-concrete type), “A Thinker” (reflexively concrete type), “A Theorist” (reflexively abstract type), and “A Pragmatist” (active-abstract type) [21].

Managing the acquisition of social behavior skills is a process consisting of the following sequentially related stages:

1. Cognitive (cognitive and motivational). The importance of student awareness of their rights and responsibilities is generally recognized as a possibility and necessity of observing the rules of behavior and interacting based on biological, psychological, and social essence of a person (from the disciplinary responsibility’s standpoint, the criteria for classifying an act as common are not assessed as clearly as in society but are associated with the personal attitude of the teacher and organization of education).

2. Activity. Assignment of norms and methods of constructive student’s interaction with peers.

3. Reflexive-evaluative. Understanding the significance of interaction in constructive ways and the ability to carry out reflexive activity (to contemplate and evaluate their actions, behavior, emotions, and mental well-being, to gauge the depth of their knowledge, and to acknowledge personal development).

4. Behavioral. Understanding different methods of interaction and applying past experiences in a variety of contexts and circumstances. Figure 6 illustrates collaboration of stages involved in the development of social behavior.

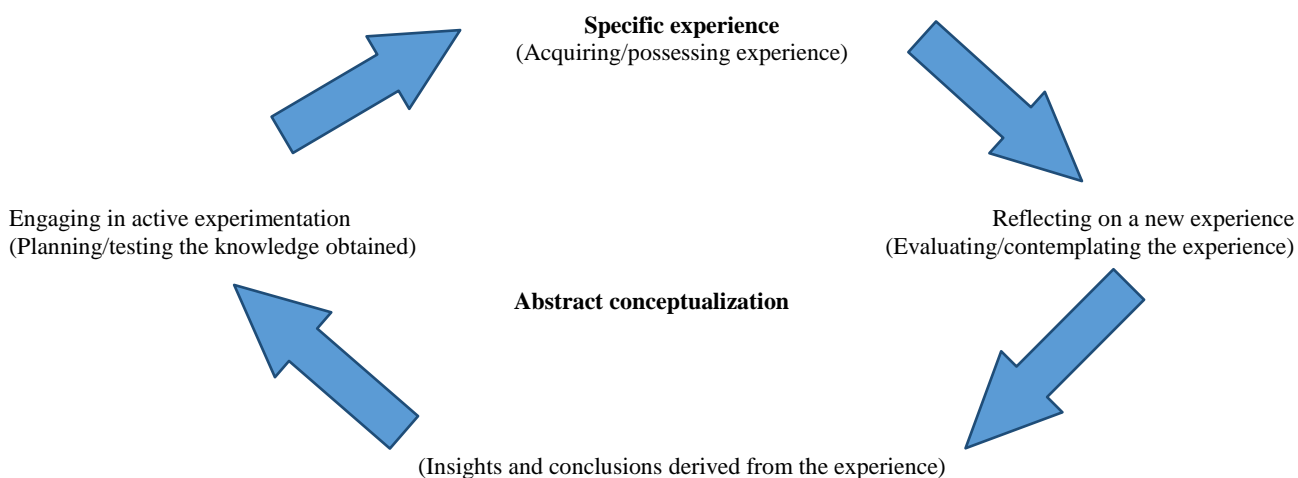


Figure 6. Phases of the Process for Developing Social Behavior According to the Flask Model

The joint efforts of scientists and experts enabled adaptation of the proposed model for home education, considering the methodological, didactic, psychological, and pedagogical principles underlying this approach, enriching it with new innovative methods, which was later called “Technology aimed at enhancing social skills by fostering critical thinking development.” Currently, this technique has been adapted to modern conditions and is included in the teacher retraining program by the Centers of Pedagogical Excellence of Kazakhstan. The spread of various forms of deviant behavior is a concern for teachers, parents, and the public. For this reason, in the 2024-2025 academic year, 50 schools of the Republic of Kazakhstan test the anti-bullying program Dosbol LIKE [22]. More than 70 thousand schoolchildren and over 5 thousand teachers have taken part. In order to successfully implement the program, instructional and methodological seminars have been held for the participants from among the teachers. On September 12, 2024, the KiVa anti-bullying program was launched in 110 schools in Kazakhstan [23; 33]. Accordingly, one of the most important tasks of society is to find methods to eradicate negative forms of deviations at school, “to ensure targeted work on social rehabilitation of children with deviant behavior” [24], as well as to improve teacher competencies in working with such children in the process of their socialization.

Teachers of Karaganda Buketov University also demonstrate interesting experience in using innovative strategies and methods in the classroom, for example, in professional self-determination [22]. Following the completion of the determining phase of the pedagogical experiment, it was found that the levels of social behavior skill development in both classes differ significantly, ranging from high to low. Since the 2022 academic year, a new course “Global competence” has been introduced, starting from grades 5–9. Nonetheless, primary school do not offer this program, so we have developed and implemented a program for shaping social behavior skills in peoples through self-knowledge. This course has successfully highlighted the importance of developing individual social behavior skills.

Subsequently, conducting the formative stage of the pedagogical experiment, the level of shaping social behavior skills in the children of the experimental group increased significantly, and remained practically unchanged in the children of the control group. This made it possible to conclude that the complex of lessons developed by us leads to the formation of social behavior skills in peoples.

Conclusion

The tendencies of the modern Kazakh society to update approaches to the organization of the teaching and educational process are closely related to the search for effective technologies for the development of a person striving in his daily interaction with the environment to harmonize personal and social ties. This is especially important in the process of prevention of deviations in the modern school environment. Formation of social behavior allows in many respects to provide effective prevention of various deviations in relationships of school students. Accordingly, most theorists and experts understand this process to imply a fairly wide space for self-realization and self-expression of an individual in their development rooted in a deliberate awareness of the essence of personal freedom. This refers to a process that facilitates the broad expression of individual potential through a meaningful engagement with the social environment, recognizing its vastness and diversity.

Furthermore, it is crucial for the child to take the initiative in finding ways to integrate into society independently. The awareness of the self-realization development, according to L.I. Bozhovich, A.K. Dusavitsky, D.I. Feldstein, V.I. Slobodchikov, I.V. Dubrovin, largely manifests itself in the younger school age as a special stage in the interiorization of social norms and values. The proof of this position is based on the intensive development of the child’s arbitrariness and reflection of his behavior; independent understanding of the social norm, the reasons for the presence/absence of social recognition; development of the need to master new social roles. Analysis of experiment results shows the ability of students in both classes to predict problematic moments in interaction. They use a wide range of skills, have difficulties in matters of interaction, and these data vary significantly. The distinctiveness of age is heightened by a child’s willingness to learn various forms of social interaction.

Implementing the proposed program in primary schools can effectively address anxiety at an early stage of development by utilizing specific adaptation strategies. The program also promotes familiarization with a number of effective behavioral strategies that minimize desadaptative processes; the formation of social skills, achievement motives. This course is not provided for elementary school, for which reason we have developed and implemented a program for them to develop social behavior skills while actively using elements of self-knowledge, self-regulation of behavior, development of critical thinking, etc. Undoubtedly, its effectiveness in its practical application requires an individual approach in each specific situation.

This paper presents an analysis of traditional and innovative technological approaches to the process of forming social behavior skills. Therefore, schematization of the process allows us to see how students need a team for self-affirmation as a citizen of society, a classmate in a group, or a family member [25]. The obstacles to introduction of innovative technologies into social worker's modern professional activities have been given a detailed description.

Using effective strategies that will help improve discipline in the classroom, reduce the level of conflicts, and increase the overall level of self-regulation of behavior. The proposed program's implementation in elementary education could contribute to the reduction of anxiety, mood disorders, and self-doubt.

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Әлеуметтік мінез-құлықты қалыптастыру құралдарымен оқушылардың ауытқуларының алдын алу

Мақалада оқушылардың әлеуметтік мінез-құлық қалыптастыру ерекшеліктері, мінез-құлықты өзін-өзі реттеу тетіктерінің маңызы қарастырылған. Бұл қазіргі мектеп жағдайында кең таралған ауытқулардың кең ауқымына байланысты. Ауытқулардың алдын алу — тұлғаның тұрақты өмірлік ұстанымын қалыптастырудың негізгі құрамдас бөлігі. Оқушылардың әлеуметтік дағдыларын дамыту әлеуметтік-педагогикалық жұмыстың өзекті бағытын білдіреді, өйткені жаһандық құзыреттілікті қалыптастырудың басты міндеті — оқушылардың әлеуметтік дағдылары мен функционалдық сауаттылығының тиімділігін арттыру. Мақаланың мақсаты — әлеуметтік-педагогикалық технологияларды қолдануды зерттеу, атап айтқанда, мектеп оқушыларының әлеуметтік мінез-құлық қалыптастырудың маңызды құралы ретінде сындарлы орта құру. Авторлар 6-10 жастағы балаларға олардың әлеуметтік құзыреттілігін дамыту бойынша оқыту бағдарламасын ұсынған; сабақтардың тақырыптық жоспары оларды ұйымдастыру мен өткізудің нақты ұсыныстарымен бірге берілген. Әдістемелік тәсілдерді кешенді қолдану (даралықты дамыту теориясы, диспозиция, Т. Хилтонның ситуациялық теориясы, девиантты мінез-құлықты анықтауға мінез-құлық тәсілі) авторларға жүргізілген зерттеу негізінде мінез-құлықты өзін-өзі реттеу тетіктерін дамыту арқылы бейімделу қабілеттерін дамыту және жеке тұлғаның әлеуметтік құзыреттілігін қамтамасыз ету жолдарын әзірлеуге мүмкіндік берді.

Кілт сөздер: ауытқулар, әлеуметтік мінез-құлық, мектеп оқушылары, ресми және бейресми оқу бағдарламасы, әлеуметтік мінез-құлық стратегияларын игеру, әлеуметтік дағдылардың тиімділігі, жас ерекшеліктері, жаһандық құзыреттілік, сыни ойлау.

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Предупреждение девиаций средствами формирования социального поведения школьников

В статье рассмотрены особенности формирования социального поведения школьников, значение механизмов саморегуляции поведения. Это связано с широким спектром девиаций, распространенных в современной школьной среде. Предупреждение отклоняющегося поведения выступает основным компонентом в формировании устойчивой жизненной позиции личности. Развитие социальных навыков школьников является актуальным направлением социально-педагогической работы, так как главной задачей формирования глобальных компетенций является повышение эффективности социальных умений и функциональной грамотности учащихся. Целью статьи является изучение применения социально-педагогических технологий, в частности — создания конструктивной среды как важного инст-

румента формирования социального поведения обучающихся школ. Авторы предлагают обучающую программу для детей от 6 до 10 лет по развитию их социальной компетентности, приводится тематический план занятий с конкретными рекомендациями их организации и проведения. Комплексное использование методологических подходов (теория развития индивидуальности, диспозиции, ситуационная теория Т. Хилтона, поведенческий подход к определению девиантного поведения) позволило авторам на основе проведенного исследования разработать пути развития адаптивных способностей и обеспечения социальной компетентности личности через развитие механизмов саморегуляции поведения.

Ключевые слова: девиации, социальное поведение, школьники, официальная и неофициальная программа обучения, овладение стратегиями социального поведения, эффективность социальных умений, возрастные особенности, глобальные компетенции, критическое мышление.

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