

# To the problem of education of adolescents at risk in a public association in the process of pedagogical counseling

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**Abstract.** Nowadays the number of adolescents making up the category of risk group is increasing. These children have a low level of moral qualities, low motivation to achieve, in addition, they are characterized by a low level of formation of communicative-reflective skills, and, accordingly, are not adapted to the realities of modern life. In this connection, it is necessary to search for new modern approaches, institutions of socialization, leveling the quantitative composition of children in this category. Great educational potential for overcoming the existing problems lies in public associations, in particular, in the developed system of pedagogical counseling. The purpose of the article is a description of various approaches to the interpretation of the definition of “adolescents at risk”, the problem of educating adolescents at risk, the author’s view on the problem of educating adolescents at risk in the process of pedagogical counseling in a public association. The methodological basis of the study was the works of various authors in the field of interpretation of the concept of “adolescents at risk”, scientific papers substantiating the educational potential of public associations, retrospective and comparative analysis of regulatory documents and scientific works, the results of pedagogical activity. The definition “adolescents at risk” is substantiated from various points of view; from the author’s position, the possibilities of educating adolescents at risk are possible in the process of pedagogical counseling in a public association. The approaches outlined in the article may be useful to specialists in the field of education, social protection, youth policy working with difficult adolescents and public associations.

## Introduction

Russian society at the present time is actively solving both political and socio-economic actualizing problems which destroy the moral foundations of the modern world. And the collapse of old social values, in turn, inflames intolerance, aggression and bitterness of human hearts in a child-teenage environment, destroying the fragile inner peace of the personality who has just entered this world. In this regard, there is a need to revise the education system, its reorientation to modern methods, means, and forms of personality development. In our opinion, the most effective social institution of education is public associations.

In the scientific works of L.V. Aliyeva, N.F. Basov, A.V. Volokhov, A.V. Kudinov, Y.V. Kudryashov, D.N. Lebedev, V.V. Lebedinsky, R.A. Litvak, A.V. Mudrik, L.N. Orlova, E.V.

Titova, E.G. Yakovlev, I.I. Frischman and others the educational potential of public associations is emphasized. But, unfortunately, at the moment, the problem of education of adolescents at risk in a public association is not fully reflected. This article describes various approaches to the interpretation of the definition of adolescents at risk and the author's view on the problem of educating adolescents at risk in the process of pedagogical counseling in a public association.

## **Methodology and research methods**

The methodological basis of the study was works of various authors in the field of interpretation of the concept of "adolescents at risk", scientific papers substantiating the educational potential of public associations, a retrospective and comparative analysis of regulatory documents and scientific papers, results of pedagogical activity.

## **Literature review**

The use of the educational potential of public associations for the development of personality is not a new problem either in theoretical understanding or in practical application. Such studies are very often multidisciplinary. However, the diversity of research in this area does not fully allow the use of the potential of public associations; more and more difficulties of the methodological plan arise.

In order to show the potential of public associations, we turn to a review of sources on this issue. There is currently no unambiguous understanding of the definition of "adolescents at risk". Kiseleva N.Y., Tugarova L.S., analyzing the situation of children and teenagers in modern society, emphasize that "... in our difficult and unstable time, all social groups need protection and support. First of all, this issue concerns children, since children are the most vulnerable category of the population. Therefore, the problem of children in socially dangerous situations is becoming increasingly relevant. One of the most common and at the same time the vaguest concept among this category of children is "children at risk" [1].

So, there are different qualification criteria for children of the "risk group", which should not be forgotten, because due to following factors individuals are recognized as the "risk group": medical when deviations from the norm in a state of health are noted; social (the sphere of interpersonal relationships is violated); educational and pedagogical (mistakes of teachers and parents); psychological (mental health).

Today, the concept of children and adolescents of the "risk group", quite often used by both teachers and psychologists, is considered to be generally accepted, but ... there are some different and numerous interpretations of this concept, so we will briefly try to introduce this concept and its essence in order to avoid misunderstanding of referring to children and adolescents of the "risk group".

D.B. Vorontsov includes children and adolescents as a risk group, divided them into 4 groups (according to classification): 1) those who experience development problems without pronounced clinical and pathological features; 2) have pronounced deviations in character and psychopathological behavior, demonstrate emotional disturbances; have complicated mental and psychosomatic diseases, heredity; 3) manifestations of social, psychological and pedagogical maladaptation; 4) left without parental care [2].

The Federal Law "On Basic Guarantees of the Rights of the Child in the Russian Federation" immediately introduces another concept into Article 1, which is synonymous to the concept of "risk groups", expanding the understanding of this category of children and adolescents, adding the following categories, which are characterized as "children who are in a difficult life situation": children left without parental care; disabled children; children

with disabilities, that is, those with disabilities in physical and (or) mental development; children - victims of armed and interethnic conflicts, environmental and technological disasters, natural disasters; children from the families of refugees and internally displaced people; children in extreme conditions; children are victims of violence; children serving sentences of imprisonment in educational colonies; children who are in educational organizations for students with deviant (socially dangerous) behavior, who need special conditions for education, training and require a special pedagogical approach (special educational institutions of open and closed type); children living in low-income families; children with behavioral abnormalities; children whose vital activity is objectively impaired as a result of the circumstances and who cannot overcome these circumstances on their own or with the help of the family”[3].

In our research, we are impressed by the theory of L.N. Antonova. She identifies the concepts of “risk” and “difficulty”, in her opinion, children and adolescents of the “risk group” are people in critical situations or in adverse living conditions, experiencing some form of social maladaptation, exhibiting various forms of antisocial behavior; these are children and adolescents with developmental disabilities that do not have pronounced psycho-pathological characteristics [4, p. 28]. The researcher suggested the following qualifications for children at risk: students who demonstrate unsatisfactory knowledge in many school subjects; children who are brought up in dysfunctional families; children with “undisciplined behavior”; adolescents who, for various reasons, were put on record with the commission on juvenile affairs [4].

V.D. Alperovich draws attention to the moment that those children and adolescents whose parents do parental duties in bad faith, also serve as the basis for distinguishing them into a number of separate groups “appearing in the field of contextual meanings of the term “children at risk”: street children - children deprived of supervision, attention, care, positive influence on the part of parents or people replacing them; homeless children - children who do not have parental or state care, a permanent place of residence, appropriate age for positive knowledge, necessary care, systematic education and developmental education; runaway children - those who run away from home or from an educational institution as a result of a break with their parents, a serious conflict with teachers, educators, deformation of value orientations, and other causes that led to a crisis in relations [5].

But the main thing that makes all of the above mentioned people participate in the “risk group”, as we have seen on the basis of the analysis of the opinions of different scientists, is depriving these individuals of normal conditions for their development, which ultimately leads them to all kinds of negative psychological and social consequences.

From the point of view of A.E. Lichko, many children and adolescents “may have temporary deviations in behavior. As a rule, they are easily overcome by the efforts of parents and teachers”. But the behavior of a certain part of children (“difficult”, “problematic”), “goes beyond permissiveness and mischief, and educational work with them causes a lot of difficulties, often without bringing the desired success”. Such pupils have no interest in studying at school, they do not get on well with others, they also systematically commit various hooligan acts, offenses and do not respond to the comments of adults. These children, for example, for the most part, do not hide their antisocial behavior (smoking, drinking alcohol, theft, cruelty, etc.). The available inclinations seem to consider that the majority of juvenile offenders in the past were “difficult” children [6].

Based on the above positions of the authors, it can be argued that the risk itself is caused by socially disadvantaged members of the society and affects the peace and interests of society itself. In addition, the risk itself affects the interests of children at risk in society, which is associated, for example, with the ability to lose life, health or lose normal conditions in order to fully develop. But in any case, despite some differences of opinion among scientists, half of children with behavioral disorders not only miss some moments of their

childhood, but they also continue to develop serious mental health problems, such as antisocial personality disorders, as in adults. They also have an increased risk of being in prison and developing a drug abuse problem. To solve the above problems, we propose introducing a system of pedagogical counseling for adolescents at risk in public associations, since we consider public associations to be important social institutions of the formation and social formation of personality, shaping the subjective experience of social interaction, which will allow students to adapt successfully and fulfill themselves in a constantly changing reality.

## Results

In our research we understand the system of pedagogical counseling as the process of interested observation, diagnosis, consulting, correction, system analysis of problem situations, programming and planning the activities of a public association, creating and implementing personality-oriented development routes for a teenager at risk, and the formation of independence of each person through freedom and activity in the implementation of socially significant projects.

An experimental study allowed us to state that the formation of the socially-subjective position of an adolescent at risk is favorably carried out in the system of pedagogical counseling in a public association. The system developed by us consists of pedagogical, psychological, social and medical areas. Volunteers (teachers, psychologists, doctors) assist the head of the public association in the diagnosis and programming of the public association [7].

The results of our study made it possible to conclude that the subject of pedagogical counseling should be the determination of the path of personal development together with the adolescent in accordance with problems and life difficulties, design and implementation of socially significant projects in a public association, as well as the implementation of their own life path, determination of themselves and their place in the world.

Volitional activity is a necessary quality in the implementation of socially significant projects, which is successfully formed through the creation of a motivating structure of self-government in a public association. The ability to start business, to assemble a group of activists and bring it to the end requires great efforts of each person's will. The head of the public association studies all the ongoing processes in the team and from the inside influence the team and each individual in particular, using methods of external observation and pedagogical influence. In such a system, all dialogues are built from the position of "WE", therefore, pedagogical management acts as a contribution to the initiative and activity of each subject in the process of free interaction. Emotional inclusion, common interest, joint experience of success contributes to the formation of achievement motivation and overcoming the social exclusion of risk teenagers.

## Conclusion

Thus, the importance of implementing a system of pedagogical counseling for adolescents at risk in a public association for their education can hardly be overestimated. Such a system helps to increase the levels of development of cognitive, emotional-regulatory, communicative-active, motivational-personal components of each member of a public association and overcome their social exclusion. In addition, this system has great educational potential for gifted children who have difficulty entering society due to their extraordinary abilities. The resource stock of public associations, unfortunately, is not being used adequately either in the field of education, or in the field of youth policy, or in the field of

social protection, but it is increasingly finding supporters. There is no doubt that the counseling system for adolescents at risk in a public association should occupy one of the main places in the education system of the younger generation.

## References

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