

Deviantological Aspects of the Methodology of Pedagogical Correction of Children on the Materials of the Republic of Belarus

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ABSTRACT

The research is based on the destructive tendencies of information threats' influence on the destabilization of society, disadaptation of children in the context of a wave of protest attempts to overturn the constitutional system and transfer of color revolutions to the Republic of Belarus. Trends of preservation of external and internal threats to social immunity as constants of transition to regularity determined the purpose: development of deviantological aspects of the methodology of pedagogical correction of children. Deviantological regularities of pedagogical correction of children, the potential of correctional and developmental technologies are revealed. Practical results of testing a scientifically based deviantological model of social and academic mobility of young people within the educational cluster "Gymnasium-University-Science" on the materials of the Republic of Belarus are formulated. The determinant factors of pedagogical correction as a principle and method of deviantology are determined. The following categories were introduced into scientific circulation: "three-factor triad of the general development curve", "elasticity of neoplasms of the personality structure", "family as transmission".

Keywords: Pedagogical correction, Children, methodology, Deviantology, Cyclical pattern of childhood crises, Three-factor triad of the development curve, Correctional and developmental technologies.

1. INTRODUCTION

The increasing role of deviantological factor of the socialization process of children in the Republic of Belarus is determined by the dynamics of the impact of information factor threats towards family life and childhood. Social turbulence exists and entails serious consequences in the sphere of education of the younger generation, risks of desocialization and dehumanization of an individual [1]. In the Republic of Belarus, legislative changes to protect the family and childhood have been taken proactively. The resolution of the Council of Ministers of the Republic of Belarus No. 22 "On the recognition of children in a socially dangerous situation" came into force on 15.01.2019. New aspects of the activities of state bodies in the identification and criteria for recognizing children in a socially dangerous situation are regulated.

Many works have been devoted to the scientific and theoretical understanding of trends and problems of pedagogical correction (hereinafter referred to as PC) as a means of socialization. Deviantological aspects of children's PC in the context of risks and threats of the information factor are not sufficiently covered. The research hypothesis: the effectiveness of the PC process depends on the methodology of deviantological patterns of social development of childhood. It is necessary to study the cyclical processes of development of childhood periods, the development of a triad of the general curve of mental development as a deviantology of PC design. The relevance of topics and problems of deviantological aspects of the methodology of PC is to prevent, overcome desadaptation social development; adaptation to educational activity; correctional and developing technology as a way to "empower existing knowledge, skills of the child in the zone of proximal development" [2].

2. RESEARCH METHODOLOGY

The study is distinguished by the interdisciplinary nature of the problem, which determined the choice of methods of theoretical and empirical analysis; generalization of psychological, pedagogical, sociological, philosophical, and political science works; scientific synthesis; extrapolation; and design. The selection of literary sources was carried out over the past 5 years: patterns, trends in psychological and pedagogical science (L.S. Vygotsky, V.V. Davydov, D.B. Elkonin, B.G. Anan'ev, P.P. Blonsky, Yu.A. Kleiberg, E.V. Samal); technologies of pedagogical correction (Yu.V. Batenova, V.V. Davydov, M.A. Erofeeva, P.A. Kucherenko, L.V. Mardahaev, F.I. Khramtsova); deviantological tendencies of pedagogical correction of children (M.A. Erofeeva, Yu.A. Kleiberg, P.A. Kucherenko, M.K. Salimgereev, E.Yu. Sidorova, F.I. Khramtsova).

3. RESEARCH RESULTS

Deviantological aspects of the methodology of children's personal development based on the materials of the Republic of Belarus are developed and substantiated.

1. The concept of the three-factor triad of the general curve of the child's mental development as a deviantological principle of pedagogical correction is revealed.

2. The dialectics of stable and crisis periods of childhood as a cyclic pattern of designing pedagogical correction, taking into account the sensitivity of correctional and developmental technologies, is substantiated.

3. The institutional aspect of the methodology of children's social protection as a mechanism of preventive actions of state institutions in the field of ensuring social security of children is revealed.

4. The deviantological effects of the "elasticity" of neoplasms of the personality structure: cognitive, emotive, conative sphere according to the main parameters of the leading type of activity as a methodological principle of PC are revealed.

5. There was justified the deviantological aspect of the strengthening of the family as a singular sphere, transmission of reproduction of human potential in the Republic of Belarus.

4. RESULTS DISCUSSION

The new vector of child protection in the Republic of Belarus is associated with the fundamentalization of the role of the family in the stability of the institutions of society and the state. The institution of the family is a singular form of transmission of human potential,

spiritual values, and child development resources. The priority of the state is to ensure the national mechanism for the protection of children and the prevention of ill-health by means of preventive work with the family. In the National strategy for sustainable development of the Republic of Belarus until 2030, the sphere of protection and the protection of children is a priority of the state, aimed at obtaining high-quality education, fostering a healthy lifestyle, preparing for work and independent life [3].

Pedagogical correction is a professional activity of a social pedagogue, a social worker in terms of educational institutions, social services, government organizations in order to correct the shortcomings of education, social development of the child, reduce accentuation; reeducation (overcoming) of deviant behaviour by means of socio-cultural animation-play-therapy, fairy tale therapy, astatotilapia, art therapy, occupational therapy, given the situation, family problems, individual characteristics of the child [4]. Along with the game methods (in line with family and school education), PC uses volunteering and volunteering [5]. Volunteering is a method of correcting deviations, which justifies itself in the adolescent period of development [6]. Correction is a method of influence in the holistic pedagogical process in relation to children with traumatic manifestations, violations of the cognitive, emotional-volitional, conative sphere [7].

The initial concept of the PC methodology is the regularity of the mental development of childhood, the leading type of activity of childhood, deviantological aspects of critical periods of childhood, developed By L.S. Vygotsky, D.B. Elkonin, V.V. Davydov, P.P. Blonsky. L.S. Vygotsky scientifically justified the development of a child as an internally determined change in the form of neoplasms – the result of the interaction of two periods of childhood: lytic (cumulative, smooth, imperceptible changes) and critical (revolutionary shifts, jumps). L.S. Vygotsky points out the *deviantological feature of the development of childhood* in the crisis period: "... every child at this age becomes *relatively difficult* to educate in comparison with himself in the *adjacent stable age* [8]. The need for pedagogical forecasting of potential deviations of the child in critical periods is emphasized, since "the change in the pedagogical system applied to the child does not keep up with the rapid changes in his personality" [8].

The effectiveness of the PC of children depends on the understanding of the dialectic of periodization of the mental development of childhood – as one of the fundamental problems of pedagogical psychology, age pedagogy. In particular, D.B. Elkonin distinguishes three ages of childhood (early childhood, childhood, adolescence). The phenomenon of childhood is revealed as the unity of two different vector periods [2]. In the first period of childhood, the norms of human life activity are

assimilated as a subject of the child's motivational and need sphere, and preparation for the second period is underway. In the second period of age, operational and technical skills are acquired. The first period is stable, the second comes with changes of a crisis nature.

The dialectic of the crisis periods of childhood consists in a cyclic pattern of manifestation in three ages, which has methodological significance for the deviantology of the PC. It is important to understand the nature of the crisis periods of childhood, thereby anticipating their manifestation. "It is necessary to build a new model of communication and the nature of relations with the child on the part of parents, teachers, psychologists, specialists" [2]. Hence there is the first deviantological concept of a methodology PC: law of dialectics of stable and crisis periods for the construction of triad common curve of child development as a source point PC. The three-factor triad is based on the following PC design coordinates: 1) the social situation of the child; 2) the leading type of activity; 3) mental neoplasms.

For children of primary school age, the leading type of activity is study, intellectual work, assimilation of knowledge, transformation of the child as a subject of knowledge. Neoplasm of younger age (from 6-7 to 11-12 years) it is logical and theoretical thinking, the child's memory is "thinking", perception is "thinking" [2]. Developing, problem-based learning is fundamental in this period of childhood, in order to satisfy the child's need for knowledge, to draw him into the world of knowledge [9].

For adolescence, communication with peers becomes the leading activity, reflexivity is formed. The restructuring of the body associated with puberty leads to gender-role identification, characterized by deviant manifestations, with an incorrect response to the needs of a teenager [10]. In relationships with peers, the fear of rejection dominates, which causes the teenager's passivity at best, and at worst – hostility and aggression towards others [11].

According to P.P. Blonsky, "difficult" children in the process of learning, interaction with teachers and peers can become both an unsuccessful student and a gifted child with a high level of IQ, if the student does not find support and understanding of the individual. A special deviantological risk of antisocial behavior is represented by groups of "disorganizing students", isolated from the collective, rejected [12]. Providing support to "difficult" children is a deviantological task of the PC process.

In pedagogical correction, it is necessary to take into account the historical determinant of children's social development, as B.G. Ananyev notes, the conditions of intellectual development have changed, the volume, sources of information, the timing of both assimilation and reproduction of knowledge, the early onset of puberty, the level of physical development have

increased in contrast to previous periods of development of society [13].

The deviantological conclusion is that the initial stage of the child's PC is diagnosis using a three-factor triad of coordinates of the general development curve. Diagnostics identifies the PC settings:

- the level of socialization of the child as a matrix for designing a program of correctional and developmental activities;
- technological, methodological security of the correctional and pedagogical process, diagnostic tools for tracking personality changes;
- predicted results of pedagogical correction (quantitative, qualitative).

The process of implementing an individual correction program is designed to solve the deviantological problem of bringing the child's social development closer to the "norm". While the correctional and pedagogical process either adaptively eliminates or reduces the imbalances between the norm and the deviation of the child's development. Deviantological consideration of the nature of the imbalance in the process of correctional and developmental technologies is required. Technologies have the potential for rehabilitation, adaptation, social immunity, and health preservation [5,6]. The deviantological potential of pedagogical correction of social development of the individual consists in modification of its orientation by means of interaction of two factors: 1) internal (motives, needs); 2) external (correction, technologies) [14].

Correctional and developmental technologies in the structure of the holistic pedagogical process, as shown by the author's long-term research, affect the stability of the effects of "elasticity" of neoplasms of the personality structure: cognitive, emotive, conative sphere according to the parameters of the leading activity of the age [14]. The phenomena of modification of selectivity and orientation are due to the deviantological regularity of perception of a psychotraumatic, stressful situation in the hierarchy of experiences, the individual is vulnerable not to all, but to certain environmental factors that are personally significant [15,16].

Thus, the scientifically based concepts of the PC methodology are confirmed in the form of practical results of the project "Development of a generative model of social and academic mobility of young people and implementation mechanisms within the educational cluster "Gymnasium-University-Science" (2016-2020, No. 20162667, RSSU Branch in Minsk). *Deviantological methodology* of individual cluster support as a means of pedagogical correction in the process of forming academic and social mobility of young students in the conditions of secondary and higher education institutions is developed.

The use of deviantological methods in the framework of this project provided corrective effects: 1) there were warned, reduced the symptoms of post-contest stress of high school students, depressive syndrome of competitive events for the students of high schools, the university with the purpose of formation of stress resistance; 2) the positive dynamics of communicative social competence of students through the summer scientific schools as consultants, tutors at the National children educational health center "Zubrenok" was achieved; holding students interactive lectures, practitioners, training in public research organizations (the Institute of sociology of NAS of Belarus, Academy of postgraduate education of the Ministry of education of the Republic of Belarus); 3) created a common mechanism in the development of academic continuity gymnasium and student youth in the conditions of educational cluster "College - University (undergraduate, graduate) - Science (postgraduate research qualification)"; 4) achieved a high level of social mobility of students through the corrective influence potential of volunteer, artistic, and environmental activities. So, at the training camp of the winners of the III stage of the Republican Olympiad in the framework of preparation of teams for participation in international competitions at the National center "Zubrenok", 12-29.08.2020, the study of social activity of pupils was conducted; 5) the performance of deviant behavior of students was reduced, the education results were increased.

The project results are confirmed by nine acts on implementation in 2019, 2020. The results of the research project are reflected in the collective monograph [17], a collection of scientific articles of students of gymnasiums and universities [18].

5. CONCLUSION

Thus, there were theoretically grounded and empirically confirmed the deviantological aspects of the methodology of pedagogical correction as a conceptual system of principles and methods of reduction, correction and overcoming of deviations in social development of the individual based on the basic laws of mental development, the leading activity of childhood, the dialectics of stable, critical (crisis) periods and policies strengthening the role of the institution of the family in the socialization of the child.

The deviantological essence of pedagogical correction consists in timely prevention of crisis periods of childhood ages through support, adaptation based on the construction of a triad of coordinates of the general development curve as a methodology for the individual socio-pedagogical process of providing support using correctional and developmental technologies.

Summarizing, we conclude: pedagogical correction is a synthesis of methods of diagnosis, design of support,

adaptation, prevention of deviance, prediction of crisis periods of childhood ages as a cognitive-adaptive tool of deviantology for optimal social development of an individual.

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