

Work On The Prevention Of Neglect And Delinquency Among Minors.

Aynura Bakhtiyarovna Bazarbayeva

Student of the Nukus State Pedagogical Institute

aynurabazarbaeva001@gmail.com

Abstract: *The article discusses in detail the prevention of juvenile delinquency. The problems of searching and establishing a humane approach to solving the issues of preventing and suppressing crime among minors, carrying out a set of works to identify and eliminate the causes of criminal behavior in adolescents are considered.*

Keywords: offenses, minor, preventive measures, school, family.

INTRODUCTION

Nowadays, it is becoming more and more difficult to raise a child in a family. Despite the outlined positive trends in the development of society, we understand that we are living in a difficult transitional period of our state, and it is the young generation that is in a very difficult socio-psychological situation. The old outdated stereotypes of behavior, normative and value orientations have been largely destroyed. Young people lose the meaning of what is happening and often do not have certain life skills that would allow them to maintain their individuality and form a healthy, effective lifestyle. Especially children and adolescents, being under the influence of chronic, continuously increasing intense stressful situations, are not ready to overcome them and suffer from possible negative consequences. This promotes the search for means to help get away from painful experiences. In this situation, the drug addiction of adolescents came out on top, allowing them to hide from reality, various types of abuse of psychoactive substances and alcohol, an increase in the number of offenses due to the neglect of children. Therefore, teachers are entrusted with a huge responsibility for the upbringing of a personality with a socially active position, the formation of the concept of "freedom of speech" in students, the ability to properly conduct a discussion, an argument, the ability to defend their position with arguments, the ability to listen to others and be heard by others, the ability to say "NO" negative manifestations, the ability to help another in word and deed. We are especially aware of this responsibility when we talk about educating the younger generation of the need to lead a healthy lifestyle, get a high level of education and look for our place in the future.

I invite you to delve into the essence of the problem and consider the factors and causes of delinquency among students.

In the system of preventive activities of the school, two directions are distinguished: measures of general prevention, ensuring the involvement of all students in the life of the school, and measures of special prevention, consisting in identifying students in need of special pedagogical attention and working with them on an individual level. Moral deformation of the emerging personality and deviations in behavior are often the result of violations of the relationship with the microenvironment. I will name the most significant defects in interpersonal relationships that a child encounters in the family, at school, on the street. Early prevention is a higher priority task assigned to the relevant authorities, since it allows you to identify and eliminate antisocial changes in the child's personality that have not yet become stable, which means that in the future there is a high probability that a crime will be prevented and harm will be avoided, causing damage and the use of strict coercive measures in relation to a minor. Another subject of prevention are educational institutions and educational authorities. The competence of these institutions includes: the introduction and implementation of methods aimed at the formation of law-abiding behavior; conducting complex psychological, medical and pedagogical examinations to determine the necessary forms of education and upbringing; identifying children who are absent from classes and providing educational assistance; assistance to families in the upbringing and education of children; organization of recreation and leisure for minors. Unfortunately, the school is going through difficult times. Overcrowding of classes, a lack of specialists, their low professional level lead to an increase in the number of conflicts between students and teachers. The school has practically abandoned the educational function and most often uses repressive measures in order to maintain discipline by any available means, which are scarce. Often, a student's academic performance in a subject is directly dependent on the teacher's attitude towards him. This leads to a decrease in the authority of the school, the importance of education in general. At the same time, poor academic performance and bad behavior of a teenager at school become the cause of family conflicts, contribute to the emergence of alienation between parents and children. And yet, the school should play an important role in the anti-criminogenic effect on minors, since upbringing itself, along with teaching, constitutes the content of the process of the corresponding influence on the adolescent, shaping him as a person useful to society. Coercive measures of influence on a teenager are not the most effective. It is necessary to try to interest the teenager, direct his energy in the right direction.

MATERIAL AND METHODS

Students need to fill in the blank because the assignment is an «open-ended question.»

Areas of activity in the system of prevention of neglect and juvenile delinquency

1. The body coordinating the activities of the system for the prevention of neglect and juvenile delinquency

Key: the commission for minors and the protection of their rights.

2. The body considering the submission on the exclusion of a minor from an educational organization:
- A. Education Committee.
 - B. The body of guardianship and trusteeship.
 - B. Commission for minors and the protection of their rights.
- Key: V.
3. The body that imposes an administrative penalty on parents who do not fulfill their responsibilities for the maintenance and upbringing of a child:
- A. Guardianship and Guardianship.
 - B. Police.
 - B. Commission for minors and the protection of their rights.
 - G. Prosecutor's Office.
- Key: V.
4. Establish a correspondence between the subjects of the system for the prevention of neglect and juvenile delinquency (1, 2, 3, 4, 5, 6, 7) and their competencies (A, B, C, D, D, E, G):
- 1. Department of Social Protection.
 - 2. Department of Education.
 - 3. Bodies of guardianship and trusteeship.
 - 4. Committee on Youth Affairs.
 - 5. Healthcare management.
 - 6. Employment service.
 - 7. Police.
 - A. Consent to transfer orphans to another school.
 - B. Control over social shelters.
 - B. Support for orphanages.
 - D. Support for youth associations.
 - D. Development of drug treatment organizations.
 - E. Prevention of reoffending.
 - G. Professional orientation and adaptation.
- Key: 1B, 2V, 3A, 4G, 5D, 6ZH, 7E.
5. List of social service institutions in the system of prevention of neglect and juvenile delinquency:
- A. Opened.
 - B. Closed.
 - B. Determined by the legislation of the subject of the Russian Federation.
- Key: A.
6. Social service institutions provide minors in a socially dangerous situation:
- A. Social services.
 - B. Assistance within the framework of an individual social rehabilitation program.
 - B. Educational services.
 - D. Medical services.
- Key: A, B.
7. Specialized institutions for minors in the system of social protection of the population:
- A. Social rehabilitation centers for minors.
 - B. Social shelters.
 - B. Centers for helping families and children.
 - D. Centers for helping children without parental care.
 - D. Crisis centers.
- Key: A, B, D.
8. Establish a correspondence between the subjects of the system for the prevention of neglect and juvenile delinquency (1, 2, 3, 4) and the directions of their activities (A, B, C, D).
- 1. Comprehensive school.
 - 2. Orphanage.
 - 3. Closed-type special school.
 - 4. Open type special school.
 - A. Education and training of persons aged 11 to 18 years, requiring a special pedagogical approach.
 - B. Implementation of programs for the formation of law-abiding behavior of minors.
 - C. Maintenance of persons between the ages of 8 and 18 requiring a special pedagogical approach.
 - D. Upbringing of minors from families of refugees and forced migrants for 1 year.
- Key: 1B, 2G, 3A, 4B.

RESULTS

The answer is considered correct in questions with a choice or in open-ended questions, if a 100% match with the test key is established; 2) in questions to establish a match, each match of the answer with the key is estimated at 1 point. The maximum amount of points scored on the test is 52 points. The grading scale is as follows: «unsatisfactory» - the percentage of test tasks completed below 40% (up to 21 points), “satisfactory” – the percentage of test tasks fulfillment from 40% to 60% (from 21 to 31 points), “good” – the percentage of test tasks fulfillment tasks from 61% to 80% (from 32 to 46 points), «excellent» - the percentage of test tasks completion – from 81% (from 47 points).

DISCUSSION

In the discussion section, we will discuss the causes of juvenile delinquency.

Disadvantages in the family, expressed in the upbringing of children in an incomplete family, low material wealth, low level of education of parents, and lack of mutual understanding between children and parents, insufficient educational potential of the family, parents' conniving attitude to the performance of their duties.

So the complication of curricula, the increased responsibility of the teacher, the level of upbringing of each child, the functioning of a wide network of groups and even extended or full-day schools, significantly expanding the content of the teacher's contacts with the student and his parents, increased the school's demands on the educational influence of the family. At the same time, in the feedback loop, there is a general tendency to increase the exactingness of parents to the school and the teacher, which in the primary grades is concretized in the expectation of high academic performance from the child. Parents of preschoolers of primary school children, as a rule, do not yet see gaps in the upbringing of their children. Because of this, for them, any complaints from the teacher about the child are often unexpected and always unpleasant, and this often generates tension in relations between the family and the school. Dissatisfaction with the teacher, distrust of him, constant revision of his instructions and assessments, as well as the indifference of parents to these issues, are inevitably transmitted to children, undermine the authority of the teacher and, thus, destroy that stable starting platform of upbringing, which serves as the child's unconditional respect for adults. And, apparently, among the reasons for the early emancipation of some children, an important role is played by insufficiently organized relationships between the family and the school.

There may be cases when parents who are not interested in the school affairs of their children believe that the teacher is responsible for everything, and by this they turn their children against the school. Unfortunately, this position of parents is often observed even in complete, outwardly normal families, where the father and mother, completely devoting themselves to work, in a peculiar way understand the growing role of the school in the formation of the child's personality and transfer to the teacher, together with the children, all their responsibilities for their upbringing. In fact, the child initially receives everything in the family, as the parents will behave, the child grasps everything, which means he thinks that I can behave this way. Also, parents' lack of time for children also affects their behavior, of course, if parents do not pay attention, they will extract these behaviors from others. In turn, we do not know what the child's environment is, is it possible to be friends with them? Therefore, I think that parental neglect is still reflected in the character and behavior of children.

CONCLUSION

The logic of prevention dictates the need to create conditions in the school that do not provoke deviant behavior, but expand the space that is safe for the child, where he feels good and interesting. The most effective in the prevention of offenses are schools with a developed structure of extracurricular activities that take into account the interests of different ages, especially adolescents. The creation in the school of structural subdivisions of additional education, cultural and educational centers for the entire district, the implementation of leisure programs, the organization of amateur performances (artistic, technical, sports), the organization of family leisure, associations - a powerful source of attractiveness of the school and a resource for the prevention of deviant behavior.

Analysis of the research materials showed that the reasons for deviations in the behavior of primary schoolchildren are: pedagogical illiteracy of parents, neglect caused by the employment of parents, a negative example of parents, or immoral behavior, violation of the family structure. This leads to the emergence of misconceptions, habits, needs in children. The most effective pedagogical techniques used in our experimental work are: sensitive, attentive, trusting attitude to the child, strengthening his faith in himself, in his own strength, reliance on positive personality traits. The research materials showed that overcoming deviations in the behavior of younger schoolchildren proceeds most successfully when beliefs are combined with the exercises of children in correct actions and deeds. As a result of the study, it can be concluded that younger schoolchildren with behavioral and moral deviations need special pedagogical influences that provide for the correction of their behavior.

Consequently, it is advisable and legitimate to begin overcoming deviations in the behavior of younger schoolchildren in the first years of their schooling. In this regard, special corrective and preventive work of teachers with this category of children is necessary.

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