

UDC 371.121
DOI: 10.52534/msu-pp.8(1).2022.78-85

Kateryna M. Pylypiuk*

Odessa National Maritime University
65029, 34 Mechnikov Str., Odesa, Ukraine

Prevention and Correction of Pedagogical Neglect Based on Research Materials of German Universities

Article's History:

Received: 11.12.2021
Revised: 22.02.2022
Accepted: 31.03.2022

Suggested Citation:

Pylypiuk, K.M. (2022). Prevention and correction of pedagogical neglect based on research materials of German universities. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(1), 78-85.

Abstract. The issue of quality training of future teachers, in particular, in the context of prevention and correction of pedagogical neglect, is one of the leading areas for discussion in the modern European educational space. This is conditioned by a number of social and political factors that to some extent negatively affect the development of children, which, in turn, complicates the learning process and requires sufficient competence from the teacher. Therefore, the study of possible measures to overcome the pedagogical neglect of adolescents is extremely relevant and requires detailed consideration, in particular on the basis of German universities and the strategies they use in training teacher students. Thus, the purpose of the study is to analyse the current mechanisms and tools for preparing students for future work with pedagogically neglected adolescents in the German higher education system. The methodological tools for the study include functional and systematic approaches, analysis and synthesis, deduction, and the method of analysis of scientific literature. The study results consist in separating the theoretical and practical foundations of the question. That is, the concepts, signs, and features of the term of pedagogical neglect of adolescents are revealed. In addition, the factors influencing the emergence of such a negative social phenomenon are considered, including approaches of German universities to the prevention and correction of the dynamics of its emergence and existence. In the future study, it would be appropriate to consider the stages of development of the phenomenon of pedagogical neglect of adolescents in Asian countries. As for the practical value of the study, it is certainly extremely high, as its results can be used in the implementation of educational reforms in Ukraine, in particular, in the context of training students and developing their competence to work with pedagogically neglected adolescents

Keywords: adolescents, teacher students, German universities, higher education, pedagogical neglect

*Corresponding author

INTRODUCTION

Preparation of future teachers to work with pedagogically neglected adolescents is a complex and lengthy process. This is primarily conditioned by the fact that this phenomenon arises from a number of social factors, therefore, it is impossible to choose one universal approach or strategy and on its basis. In addition, this process requires efforts not only from teachers at the university, but also directly from students who will pursue their professional teaching activities in the future, because to successfully carry out preventive or corrective work in the future, they need to develop personal qualities, such as critical thinking. Because of this, it is advisable to

consider the experience of German universities in teaching teacher students and their preparation for working with pedagogically neglected adolescents [1; 2].

Admittedly, it is first necessary to define the essence of this category of adolescents and establish their main differences from other groups of children. Thus, the concept of pedagogical neglect means persistent deviations from the norm in the moral consciousness and behaviour of children and adolescents, which is formed by the negative impact of the environment and mistakes in education [3]. However, such children and adolescents are mentally and physically healthy. That is why the complexity of working with them is

the right psychological approach, which, accordingly, requires the teacher to have high competence in this area [4; 5].

German scholars who study how to work with this group of subjects usually distinguish three groups of children with pedagogical neglect. The first group of pedagogical neglect includes adolescents who show systematically negative traits and qualities in certain situations, but they may have different interests, and most importantly, they have no deviations in moral or personal development. As for the second group of pedagogical neglect, it mostly includes adolescents who to some extent have various difficulties, in particular, in personal or ethical development. In addition, they are characterised by low performance and systematic conflicts with teachers, with peers, or family. To a greater extent, such adolescents are not motivated to participate in the cognitive process, and they do not master the learning material and show a pronounced negative attitude to work. To a greater extent, this group of adolescents consists of those who come from disadvantaged families. The third group includes adolescents, in which, unlike other groups, the level of pedagogical neglect is the most pronounced. That is why these people are characterised by the manifestation of affective reactions. In addition, they tend to communicate with antisocial companies and have a tendency to openly oppose themselves to others [6]. This classification is the most common in the leading German universities that train future teachers and it is the basis of methodological materials used in teaching students. Much attention in German higher education institutions is paid to the development of the future teacher's personality, i.e., most disciplines are aimed not only at training students, but also at their psychological versatility, flexibility, and resilience. Despite the fact that the issue of pedagogical neglect is widely disclosed in scientific doctrine, the experience of German universities is still unexplored [7].

Given the above, *the purpose of this study* is to conduct an in-depth investigation of the phenomenon of pedagogical neglect of adolescents and to follow the process of preparing student teachers in leading German universities to work with such children. To achieve this goal, the following tasks were performed: the theoretical content of the concept of pedagogical neglect was determined, the main socio-political factors influencing it, the views of German scholars on this issue, and modern methods for prevention and correction of pedagogical neglect of students were considered [8; 9].

MATERIALS AND METHODS

The issue under study is quite broad in scope, and therefore requires consideration of each of its elements to investigate it in depth. It is because of this that a number of scientific and methodological tools were applied, which allowed correctly building the course of work and revealing all aspects of this problem, both theoretical and practical. First of all, it is necessary to note the functional methodological approach, since on its basis a work plan was developed, the goal and objectives were formed. In addition, due to its use, the study was divided into several stages, which ensured its consistency and allowed considering each of the elements of this issue.

In addition, the systematic approach is important, since it consists in a comprehensive consideration of the problem under study. The value of this approach for this particular study is manifested in the fact that each component of the question was considered not only separately, but also in cooperation with other elements, which allowed studying the issue as a single integral object.

Considering general logical research methods, one of them is the analysis, which has played an extremely important role, since it allows one complex phenomenon, that is, the concept of pedagogical neglect of adolescents, to be divided into several elements. Accordingly, the paper highlights the theoretical significance of the above-mentioned concept, its features, features of its occurrence, and ways to overcome it, which are used in German universities, in particular during the training of future teachers. Based on the synthesis method, all the above-mentioned divided structural parts of the question were combined into a single research subject. This step established the relationship between these elements and trace their dependence on each other. In addition, this method allowed determining the main factor influencing the appearance of such a negative phenomenon in society as pedagogical neglect of adolescents.

Next, the deduction method was used, which formed a logical structure and course of work. Thus, it was determined that the study will take place from general to specific. At the beginning of the paper, the theoretical foundations of the issue were considered and investigated, that is, all its elements were analysed, their nature and properties were determined. As for the final component of the study, it used the formed theoretical aspect and, accordingly, it was applied to practice, namely to the German universities and to the methods of training future teachers in them. The main part of the study is the method of analysing the scientific literature, since it allowed considering and analysing a number of research papers, such as dissertations, monographs, abstracts, articles, and theses, which accordingly, provided an opportunity to get acquainted with the views and attitude of modern researchers to this issue and to consider the ways that they offer to carry out the prevention or correction of pedagogical neglect of adolescents. The study was conducted in three stages:

1. At the first stage, a plan, goals, and objectives were formed. In addition, the theoretical component of the question was investigated.
2. The second stage considered the practical implementation of measures for the prevention or correction of pedagogical neglect of adolescents, which are used in German universities to train future teachers.
3. At the third stage, the results were analysed, conclusions were formed, and the promising areas for future study on this topic were considered.

RESULTS

The problem of pedagogical neglect of adolescents is quite well investigated in pedagogical science, which explains its high relevance. It has been traced for about ten years, which clearly indicates a large number of studies on this topic. But

despite this, the pedagogical literature still does not have a clear and unambiguous interpretation of the concept of “pedagogical neglect”, which in turn is the subject of this study. Thus, the very concept of “pedagogically neglected” in modern pedagogical theory and practice is increasingly used as a synonym for the concept of “difficult” children. However, these concepts are by no means identical and have a number of differences. Thus, the term “pedagogical neglect” includes in its content precisely the history and duration of the upbringing of a teenager, and in turn “difficult” reveals directly the results of such education.

As for the German pedagogical encyclopedia, the concept of “pedagogical neglect” is interpreted there as a long-term and systematic deviation from the generally established norms in the moral consciousness and behaviour of adolescents, which are accordingly formed due to the negative influence of the surrounding social environment and mistakes during upbringing. However, to a greater extent, German researchers turn to the opinion that this term should be considered to a greater extent precisely as a deviation from the generally accepted rules in the behaviour of the individual, which is certainly conditioned by shortcomings in the process of education. In order to fully establish the essence of this category of adolescents and, accordingly, choose the right strategy for preparing future teachers to work with them, it is necessary to determine the main reasons for this behaviour among adolescents. Therefore, it is advisable to pay attention to the most important and significant factor that causes the appearance of such a phenomenon in society as pedagogical neglect of children, it is certainly the lack of proper upbringing in the family. This factor is a priority in the chain of development of such neglect in the sub-cell, since it distorts their imagination about the fixed social norms in society, and about the rules of behaviour that are characteristic of a developed participant in social relations [10; 11].

In addition, such social factors include frequent changes in schools and, accordingly, teachers and staff. Admittedly, this factor may arise from the life circumstances of the family, for example, frequent moves conditioned by the profession of parents. However, if a change in the educational environment occurs due to a low level of adaptation of a teenager to external conditions or due to unsatisfactory behaviour in previous educational institutions, then, accordingly, such a process should certainly be considered a factor that forms the pedagogical neglect of a teenager [12].

And in the end, it is necessary to consider an equally significant and extremely common social factor, such as the negative impact of the street and neglect. This factor is present in absolutely every country, including Ukraine and Germany. Its special danger lies in the fact that teenagers are systematically exposed to the harmful actions of friends or acquaintances who lead an immoral lifestyle, so their habits and actions are adopted, which deforms their consciousness and perception of the world. In Germany, it is quite common not to take a punitive approach but rather a loyal one, consisting not only of punishing and applying coercive measures to such young people but also of using the means to re-educate

them. This practice is used in the educational process in Germany on an ongoing basis, so future teachers at the university take special preparatory courses on educational work with such groups of people [13; 14]. Thus, all the factors considered characterise the same concepts that seem synonymous, since they have a common basis, which, accordingly, is clearly expressed in the presence of socio-pedagogical problems of various kinds in adolescents of different ages. Therefore, based on these features and properties of the concept of “pedagogical neglect”, it is advisable to form a single and integral interpretation of it, which will be based on the ideas of researchers and social factors that form it. Accordingly, pedagogical neglect – is a persistent deviation from the fixed and socially accepted rules of behaviour, moral consciousness, educational activities, which, manifests itself in the context of underdevelopment, lack of education, bad manners of a teenager, and their lag in development from their own capabilities, which are formed under the systemic negative influence of the environment, mistakes made in the course of their upbringing, frequent changes in the educational and communication environment, negative influence of third parties, neglect. Thus, it can be established that this problem is caused by various pedagogical reasons, thus, it can be eliminated only with the help of correction by pedagogical means [15].

Before considering the features of psychological and pedagogical prevention and correction of pedagogically neglected groups of children, it is necessary to investigate the structure and, accordingly, components of “pedagogical neglect”. Thus, the system that forms such neglect in adolescents consists of 3 elements. First of all, deviations from the norm in behaviour and learning activities, that is, incompetence, failure, difficulty in mastering educational material. This component, as a rule, is conditioned by the fact that the individual, personal experience of such adolescents is to a certain extent inferior, contradictory, that is, to a certain extent distorted. Such experience can include the acquired life and other skills, knowledge and skills, and the way they are applied and the dynamism of their use. The next component that forms pedagogical neglect in a child is a lag in the development of memory, thinking, imagination, emotional and volitional, moral qualities and characteristics of the individual. However, the significance and harmfulness of this structural element is conditioned not only by the given properties but also in some age features, respectively, only layered on these lags. As a rule, such age-related signs include heightened self-esteem, mood instability, rapid fatigue, conflict, irritability, immorality in behaviour [16; 17].

As for the last sign of such a pedagogical deviation in a teenager, it is a deviation or to a greater extent distortions and contradictions in the process of establishing relations between pedagogically neglected persons and teachers or peers. In addition, negative attitudes towards oneself and one's capabilities, relatives, third parties, and other surrounding phenomena are characteristic. Accordingly, all this significantly complicates, distorts and, accordingly, slows down their educational activities and behaviour in society.

It is because of this that most teachers define pedagogical neglect as unpreparedness for school, underdevelopment, and bad manners of adolescents and children. Attention should be paid to the fact that in the training of future teachers in Germany, a significant role is given to the development of their competence in the context of direct provision of knowledge to students, according to the curriculum, students must have a certain level of knowledge for future work. This aspect is one of the main ones that differs from the training of teachers in Ukraine. Since in Ukraine, the school still has pronounced properties of industrial education, in which the main purpose of education and training is the direct acquisition of scientific knowledge by students, and the work of a teacher consists only in fulfilling the professional duty assigned to them. Accordingly, the transition to a new education system, which is characteristic of the European educational space, including the German one, changes the general understanding of education as a process of obtaining ready-made knowledge and the corresponding idea of a professional teacher as a carrier of ready-made Knowledge [18; 19].

DISCUSSION

Having studied the concept and properties of pedagogical neglect of adolescents, it is advisable to investigate the direct object of this work, namely, pedagogical prevention and correction of this phenomenon, which is used in curricula for training future teachers in Germany. Thus, as for psychological and pedagogical prevention, which is carried out by teachers in schools, it is a complete system of preventive measures related to the elimination of external causes, factors, and conditions that cause certain shortcomings in the development of children. The psychological and pedagogical correction is no less common than the previous tool, it is a set of special psychological and pedagogical influences on a neglected teenager to restore their personality as a subject of communication, activity, and self-consciousness. That is, the difference between such methods of influencing adolescents lies in the time stages and the degree of its neglect. Thus, preventive measures are taken at the initial level of pedagogical neglect of the child, and correction – immediately after negative manifestations on the part of the teenager [20; 21]. Therefore, the implementation of prevention and correction of pedagogical neglect of adolescents is carried out based on general principles, which in turn future teachers master even in the first training courses. They can include complex and systematic approaches to diagnosis, prevention, and correction, which consists in monitoring the activities of the future teacher.

A fairly common phenomenon in teacher's universities in Germany is the use of exercises and simulators for future teachers based on the above principle. The next common and effective principle is to take into account the age and personal characteristics of a pedagogically neglected teenager and establish the specifics of their pedagogical situation and its possible development. Such activities allow analysing the characteristics of individuals who fall into such categories, establishing their common features accordingly,

and developing effective ways to minimise their number. Another important principle on which pedagogical training in Germany is based is the professional competence and separation of functions of the future teacher, that is, the student. As a rule, it is implemented in practice by involving an intern student in conducting various types of training sessions, so that they can interact with pedagogically neglected children, even at the stage of training, and not directly during the performance of their professional duties [22; 23].

An extremely priority in the course of training future teachers is to put as the basis of their activities such a principle as relying on the positive in the personality of a teenager and focusing on the harmonisation of its development. The importance of using this principle in pedagogical work, especially with pedagogically neglected children, is precisely to find their positive aspects and develop them, so that the teenager strives to change for the better, paying attention to their positive traits, and not just the negative ones that society points out to them.

Admittedly, one of the main principles in the system underlying pedagogical prevention and correction is the unity and complementarity of psychological and pedagogical methods used by the teacher in work. German universities pay a lot of attention to this principle, which causes students to master additional specialised training courses, in particular in psychology. In Germany, the teacher combines the role of an ordinary and social teacher, which has a positive impact on the level of interaction and trust of students in teachers. In addition, talking about a group of pedagogically neglected teenagers, then the use of this principle as a basis by the teacher would not only find a common language and establish communication with the child, but also affect their level of knowledge in a particular academic discipline [24; 25]. As for the methods and tools for prevention, they should be chosen depending on the stage and level of pedagogical neglect of the teenager with whom the student will work in the future. Therefore, considering the early prevention of neglect, it is directly related and depends on the quality of the educational process and therefore has a general pedagogical character. Accordingly, for German universities, it is typical that a teacher student is taught to choose the right method of prevention, depending on the age of the teenager with whom they work. Thus, four separate groups of prevention methods can be distinguished. The first is to stimulate and motivate a teenager to participate in educational and cognitive game activities. As a rule, this can be done through games that are characterised by a cognitive nature, in addition to modelling situations aimed at developing emotional experiences in a teenager. Admittedly, a component of this method is to increase the interest of teenagers in the educational and well-mannered process and to attract their positive life experience to the process of communication between the teacher and the child. It is also equally important that the teacher actively uses situations that characterise their personal success in educational and cognitive activities in the development of tasks for working with such a teenager [26; 27].

The next group of prevention methods, which is also extremely common in the European educational environment, is the organisation of the life and activities of the children's educational team. This aspect is sometimes studied in German universities even in separate training courses and disciplines, which explains its priority. Thus, this method can be revealed by describing ways of its practical implementation, such as creating situations for personal and group perspective that allow removing barriers between teenagers who do not want to communicate with each other. In addition, this group includes the use of collective games, the development of collective-unified requirements, collective competitions, collective self-service, which allows placing a pedagogically neglected teenager in society to speed up the process of re-education and training, in particular, due to his adaptation in the educational environment [28-30].

Another group of measures for organising the prevention of pedagogically neglected groups of adolescents is communication and interaction in various situations. Such situations, as a rule, are modelled by the teacher, based on the chosen goal of the lesson, and also consist in the implementation of various psycho-emotional models, for example: judgment, pedagogical demanding, pedagogical warning, compassion, persuasion, respect, conflict resolution, analysis of action, understanding, motivation, trust. This approach forms the necessary emotional state in the classroom, to maximise the impact on the consciousness of a teenager and contribute to their re-education [31-33]. The latter group, which increasingly forms the basis for training teacher students and, accordingly, provides for their preparation for work with pedagogically neglected children, is called psychological and pedagogical influence and stimulation of child activity. Unlike the previous ones, to a greater extent, this group of preventive measures is abstracted from training and training materials. Therefore, an example of such measures is the provocation of joy in children; an appeal to love, compassion, shame, a sense of beauty; an appeal to self-love, self-respect; giving various examples, explanations, both regarding educational materials and additional questions of adolescents [34; 35].

Special attention should be paid to the psychological correction of pedagogical neglect of adolescents, since it is also quite often considered in the course of preparing teacher students in German universities for future work with such groups of children. Thus, unlike prevention, correction methods can be classified according to the object, that is, a neglected teenager, and their educational micro-society. In addition, it is possible to characterise the process of pedagogical correction based on the qualitative characteristics of individuals. Thus, such methods include those aimed at developing arbitrariness in the motor, cognitive, emotional spheres, behaviour, and communication, sometimes they are also called psychohymnastic methods. In addition, methods of cognitive training of verbal intelligence and methods of therapy by means of art are no less effective. Psychocorrection of signs and features of an individual subject of communication, that is, a pedagogically neglected teenager, is carried

out using the method of game correction of behaviour in a group of peers, methods of positive communication, role-playing learning, communication games and exercises, methods of loosening conventional positive roles and status movement of children [36-39].

In addition, violations of educational activity can be corrected by reducing the importance of the teacher during the lesson; reducing the needs associated with the internal position of the student; reducing sensitivity to assessment; forming an adequate self-assessment of school achievements. The above approaches are usually used against the background of a method of relaxation and responding to the school-related fears of an abandoned teenager. As for the violation of the development of self-awareness of an abandoned child, they are quite often corrected, especially in European countries, including Germany, through the use of psychological massage, identification, mirror image, confirmation of the uniqueness of the child, and the development of a positive perception of others [40]. In addition, an effective approach in this activity is the method of autosuggestion, which consists in the joint repetition of expressions – I want to, I can, I will. Based on the analysis, it can be established that the means of prevention and correction of pedagogical neglect are quite diverse, in particular in the context of the object, subject, purpose, and content. Thus, under the condition of their expedient and logical combination, directly in the process of implementing practical activities by full-fledged teachers or teacher students, and when choosing the right focus on overcoming developmental shortcomings, that is, harmonising the child's personality, improving the conditions of their education and upbringing by changing the socio-pedagogical situation can give positive and effective results [41; 42].

In addition, it is the teacher who should organise educational activities, depending on the content of the lesson. This stage is quite important, since its goal is to form a motivational cycle that corresponds to this work in adolescents. It is because of this that the training of future teachers who will work with pedagogically neglected children in German universities has a special plan and obliges students to master various strategies and methods for working with children [43]. An example of such an algorithm of work can be a number of stages, namely: from motivation at the beginning of work to motivation directly during the execution of work and then to motivation for completion. Thus, at the initial stage, the teacher needs to consolidate the motives of previous achievements, for example with the following expression: "We did a good job on the previous topic"; however, after that, it is necessary to cause teenagers some relative dissatisfaction: "but did not learn another important side of this topic"; subsequently, to strengthen motivation regarding orientation to future activities: "and in the meantime, for your future life it will be necessary, for example in such situations" [44; 45].

The next equally important step is to reinforce and improve the provoked motivation. That is, it is necessary to use alternating different types of activities materials of

different complexity, which in turn causes positive and negative emotions. In addition, it would also be effective to activate the independent search for educational resources by adolescents and connect them to self-control and self-assessment. The final stage is that each student leaves the learning process with a positive personal experience and that at the end of the lesson, a positive attitude for further learning is formed, that is, a positive motivation of the perspective. To achieve this result, it is necessary to reinforce the assessment activity of adolescents themselves, in particular by combining it with a detailed differentiated teacher's mark.

CONCLUSIONS

As a result of the study, it was found that the phenomenon of pedagogical neglect today is extremely relevant in every country. It is because of this that the paper considered the German experience, in particular, the algorithm and mechanism for preparing future teachers for pedagogically neglected teenagers. Therefore, in the beginning, the essence and theoretical content of the concept of pedagogical neglect were revealed, in addition, its main properties and features were characterised. Another important element was the investigation of the causes and social phenomena that affect the appearance of such neglect in adolescents. These factors include both social and subjective factors, but they arise

based on various pedagogical reasons, which indicates that they can only be eliminated by correction by pedagogical means.

In addition, the study was carried out based on the classification of groups of children, which was presented in the introduction and is the most common in the methodological materials of German universities. The paper also considered the fundamental principles on which the future professional activity of a teacher should be based. These principles reveal the essence of preventive and corrective measures and describe the necessary areas for their implementation. As for the selection of means and methods for implementing pedagogical prevention or correction, they should be chosen directly based on the existing level of pedagogical neglect of the child with whom the teacher will work in the future.

In the paper, it was established that it is the teacher who should organise the educational process. Therefore, when training teacher students, it is quite important to give them sufficient competence so that in the future they can effectively carry out pedagogical prevention and correction when working with pedagogically neglected children. As for future developments on this issue, it would be useful to investigate the current stages of development of the phenomenon of pedagogical neglect of adolescents in Asian countries.

REFERENCES

- [1] Labede, J. (2020). Pädagogische Unterrichtsforschung. *Sozialer Sinn*, 21(2), 434-440.
- [2] Pylypyk, K.N. (2016). The expertise in working with pedagogically neglected adolescents on the example of German universities. *International Journal of Environmental and Science Education*, 11(17), 10301-10309.
- [3] Kalinina, N.V., Salakhova, V.B., Artamonova, E.G., Efimova, O.I., & Kalinin, I.V. (2017). Psychological prevention mechanisms of minors' deviant behavior. *Eurasian Journal of Analytical Chemistry*, 12(5), 663-672.
- [4] Guerrettaz, A.M., Mel, M., & Engman, Y.M. (2021). Empirically defining language learning and teaching materials in use through sociomaterial perspectives. *The Modern Language Journal*, 105, 3-20.
- [5] Harwood, N. (2021). An expanding research agenda for the use of instructional materials. *The Modern Language Journal*, 105, 175-184.
- [6] Li, Z., & Xu, Y. (2021). Sustaining the effective use of materials in language classrooms: A conceptual understanding of teacher knowledge for materials use. *Sustainability*, 13(14), 81-85.
- [7] Bazarbayeva, A.B. (2021). Alcoholism as a form of manifestation of deviant behavior in children. *Oriental Renaissance: Innovative, Educational, Natural and Social Sciences*, 1(4), 212-216.
- [8] Salakhova, V.B., Bulgakov, A.V., Sokolovskaya, I.E., Khammatova, R.S., & Mikhaylovsky, M.N. (2016). Substantive (content-related) characteristics of deviant behavior as a social and psychological phenomenon. *International Journal of Environmental and Science Education*, 11(17), 10609-10622.
- [9] Utemisova, G.U., & Vasyagina, N.N. (2020). Relevance of the research of the problem of bullying: The current state of the problem. *Pedagogical Education in Russia*, 4, 27-34.
- [10] Zotova, L.E., Prjazhnikov, N.S., Berezhnaja, M.S., Ermakov, V.A., & Melamud, M.R. (2016). Specific features of life situations in teenagers and young people, predisposed to deviant behavior. *International Journal of Environmental and Science Education*, 11(18), 11889-11897.
- [11] Salakhova, V.B., Oschepkov, A.A., Lipatova, N.V., Popo, P.V., & Mkrumova, I.V. (2016). Features of social attitudes and value orientations of youths and adolescents prone to auto-aggressive behavior. *International Journal of Environmental and Science Education*, 11(16), 9017-9025.
- [12] Zaripov, F.M. (2020). Prophylaxis mechanism of offenses and crime among pupils. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 11540-11550.
- [13] Babieva, N.S., Grinenko, A.V., Shulga, T.I., Tkhuho, M.M., Zotova, L.E., Shukshina, L.V., & Ishkov, A.D. (2019). A psychological resource of personality as an integral eco-psychological characteristic (the interrelationship of personal development and quality of human life). *Ekoloji*, 28(107), 629-635.

- [14] Vartanova, E.G. (2020). Algorithm of psychological work with a teenager with pedagogical neglect. *Educational Psychology*, 1, 87-95.
- [15] Gridneva, S.V., Vasyakin, B.S., Ovsyanik, O.A., Pozharskay, E.L., & Berezhnaja, M.S. (2017). Modern health improving psychotechnologies of a higher school teacher's personality. *Eurasian Journal of Analytical Chemistry*, 12(5), 823-834.
- [16] Hägg, G., & Kurczewska, A. (2020). Guiding the student entrepreneur – considering the emergent adult within the pedagogy-andragogy continuum in entrepreneurship education. *Education + Training*, 62(7), 759-777.
- [17] Dahlbeck, J. (2021). Spinoza on ingenium and exemplarity: Some consequences for educational theory. *Studies in Philosophy and Education*, 40, 1-21.
- [18] Severt, A., & Dean, S.R. (2019). Perspectives on student services in higher education: Germany and the United States. *Journal of International Students*, 9(2), 702-707.
- [19] Rubtsova, E.V. (2020). Reasons of adolescence aggression and methods for correcting the problems of pedagogical adolescents. *Karelian Scientific Journal*, 9(30), 29-32.
- [20] Kasimova, R.S., & Biktagirova, G.F. (2016). Art therapy as a means of overcoming aggressiveness in adolescents. *Mathematics Education*, 11(4), 902-910.
- [21] Denisova, O.A., Gudina, T.V., Bukina, I.A., Lekhanova, O.L., & Selina, A.V. (2019). Formation of adaptive and integrative potential of children with mental retardation in artistic and creative activities. *Obrazovanie i Nauka*, 21(8), 164-186.
- [22] Almroth, M., László, K.D., & Kosidou, K. (2021). But not student rating of the pedagogic and social climate in school predicts adolescents' academic aspirations. *Child Youth Care Forum*, 50, 885-899.
- [23] Litvinov, A.V., Vasyakin, B.S., Shamalova, E.V., Polevaya, M.V., & Zhuravkina, I.S. (2020). Psychological support for adaptation of international students as a factor of raising their social competency. *Systematic Reviews in Pharmacy*, 11(12), 1404-1410.
- [24] Majewska, K. (2020). Preparing students of social rehabilitation pedagogy to apply new technologies in the prevention of problems of adolescents. *Fundacja Pedagogium*, 1, 271-284.
- [25] Kovalenko, V.Ye. (2020). Age features of the socialisation of children with intellectual disability in special psychological and pedagogical research. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 6(2), 173-184.
- [26] Choat, S. (2021). Decolonising the political theory curriculum. *Politics*, 41(3), 404-420.
- [27] Nevskaya, S.S., & Nevsky, I.A. (2021). On the problem of pedagogical neglect and delinquency of students in the system of educational work of the school. *Journal of Pedagogical Research*, 6(2), 78-95.
- [28] Hladík, J. (2020). The role of social pedagogues at primary schools. *Sociální Pedagogika*, 1, 83-87.
- [29] Artamonova, E.G., Efimova, O.I., & Khydyrova, A.V. (2016). Psychologist in the educational system: His role in the prevention of addiction and deviance. *International Journal of Environmental and Science Education*, 11(17), 9891-9901.
- [30] Donat, M., Dalbert, C., & Kamble, S.V. (2014). Adolescents' cheating and delinquent behavior from a justice-psychological perspective: The role of teacher justice. *European Journal of Psychology of Education*, 29(4), 635-651.
- [31] Umnyashova, I.B. (2020). Normative bases and conditions for organization of primary prevention of deviant behavior of children and adolescents in education system. *Psikhologiya i Pravo*, 10(2), 78-96.
- [32] Mahdysiuk, L.I., Demchuk, V.B., & Pavlova, B.V. (2021). Modern approaches to deviant behaviour prevention in psychological service activities. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(1), 9-17.
- [33] Andrusishin, R.M. (2019). The current state of prevention of deviant behavior of adolescents. *Legal Scientific Electronic Journal*, 1, 197-200.
- [34] Ovcharova, R.V. (2021). Personality subjectivity and the level of adolescents internet addiction. *Volga Pedagogical Bulletin*, 9(30), 45-52.
- [35] Chernova, E.V. (2020). Diagnosis of the deviant behaviour in the field of ICTs in adolescent schoolchildren. *Journal of Physics: Conference Series*, 1661(1), article number 012026.
- [36] Onalbekov, E.S. (2021). Socio-pedagogical work with neglected children of families in socially dangerous situations. *Bulletin of the Academy of Pedagogical Sciences of Kazakhstan*, 1(99), 183-192.
- [37] Bagir, A., Emre, O., Birgul, H., & Ulutas, A. (2020). The relationship between social exclusion (ostracism) and internet addiction of adolescent girls. *Visoka Škola Strukovnih Studija Za Vaspitače "Mihailo Palov"*, 1, 50-65.
- [38] Allen, J.P., Loeb, E.L., Narr, R.K., & Costello, M.A. (2021). Different factors predict adolescent substance use versus adult substance abuse: Lessons from a social-developmental approach. *Development and Psychopathology*, 33(3), 792-802.
- [39] Shukshina, L.V., Vasyakin, B.S., Pozharskaya, E.L., Khudyakova, T.L., Mizonova, O.V., Eniashina, N.G., & Khammatova, R.S. (2019). Cognitive preconditions and interaction styles between university students in the information environment. *EurAsian Journal of BioSciences*, 13(1), 155-160.
- [40] Salakhova, V.B., Umerkaeva, S.S., Ignatyev, S.E., Sokolovskaya, I.E., Nalichaeva, S.A., & Zebnitskaya, A.K. (2019). Informational and psychological safety of the educational environment in forming a person's personality: Current challenges and risks (ecological and psychological approach). *EurAsian Journal of BioSciences*, 13(2), 1797-1803.

- [41] Murugesan, R., & Jayavelu, R. (2015). Testing the impact of entrepreneurship education on business, engineering and arts and science students using the theory of planned behaviour: A comparative study. *Journal of Entrepreneurship in Emerging Economies*, 7(3), 256-275.
- [42] Zlatkin-Troitschanskaia, O., & Schlax, J. (2020). Entry assessment of student learning preconditions in higher education: Implications for the transition from secondary to tertiary education in Germany. *European Review*, 28(S1), S67-S84.
- [43] Tikhomandritskaya, O.A., Tashcheva, A.I., Folomeeva, T.V., Pishchik, V.I., & Gamajunova, A.N. (2018). Psychological and social aspects of guiding the contemporary youth policy. *Astra Salvensis*, 6, 586-595.
- [44] Maksimenko, S.D. (2019). Theoretical and methodological principles of development of psychological science of the XXI century. *Problems of Modern Psychology*, 1, 7-16.
- [45] Vovchenko, O.A. (2021). The influence of family upbringing on the formation of self-esteem of adolescents with developmental disabilities. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 9-19.

Катерина Миколаївна Пилипюк

Одеський національний морський університет
65029, вул. Мечникова, 34, м. Одеса, Україна

Профілактика і корекція педагогічної занедбаності за матеріалами досліджень німецьких вишів

Анотація. Питання, що стосується якісної підготовки майбутніх педагогів, зокрема у контексті профілактики та корекції педагогічної занедбаності, займає одне з провідних місць на обговорення у сучасному освітньому європейському просторі. Ця умова безумовно зумовлена низкою соціальних й політичних чинників, що певною мірою негативно впливають на розвиток дітей, що зі свого боку ускладнює навчальний процес та вимагає від педагога достатньої компетенції. Через це, вивчення можливих заходів щодо подолання педагогічної занедбаності підлітків, являється надзвичайно актуальним, та потребує детального розгляду, зокрема на основі німецьких університетів та стратегій, що використовуються ними під час підготовки студентів-педагогів. Отож метою роботи є аналіз поточних механізмів й засобів, для підготовки студентів до майбутньої роботи з педагогічно занедбанними підлітками, у системі вищої освіти Німеччини. Що ж стосується методологічного інструментарію для виконання роботи, то до нього належать функціональний, системний підходи, метод аналізу й синтезу, метод дедукції, а також метод аналізу наукової літератури. Щодо результатів у роботі, то вони полягають у виокремленні теоретичних і практичних основ поставленого питання. Тобто в дослідженні розкрито поняття, ознаки й особливості терміну педагогічної занедбаності підлітків. Окрім цього, розглянуто чинники, що здійснюють вплив на появу такого негативного суспільного явища, а також вивчено підходи німецьких ВНЗ щодо профілактики й корекції динаміки його появи та існування. У майбутніх дослідженнях доцільно розглянути етапи формування явища педагогічної занедбаності підлітків в азійських країнах. Практична цінність статті полягає у тому, що результати дослідження можуть бути використані під час реалізації освітніх реформ в Україні, зокрема у контексті професійної підготовки студентів-педагогів та розвитку їхньої компетенції для роботи з педагогічно занедбанними підлітками

Ключові слова: підлітки, студенти-педагоги, німецькі університети, вища освіта, педагогічна занедбаність