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THEORETICAL AND METHODICAL ASPECTS OF THE PREVENTING PROBLEM OF SOCIALLY DANGEROUS BEHAVIOR AND SUPPORTING A PERSON IN A CONTEMPORARY SOCIAL AND DIGITAL EDUCATIONAL ENVIRONMENT

The article presents theoretical and methodical results of the research of the problem of prevention of socially dangerous behavior of the individuals and their support in the contemporary social and digital educational environment. Changing the quality of educational environment introduces risks into the behavior of children and young people who are increasingly in need of psychological assistance and support, which in turn can be implemented through the social digital environment and ICT.

Keywords: socially dangerous behavior, prevention, support, personality, contemporary social and digital educational environment

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ТЕОРЕТИКО-МЕТОДИЧЕСКИЕ АСПЕКТЫ ПРОБЛЕМЫ ПРОФИЛАКТИКИ СОЦИАЛЬНО ОПАСНОГО ПОВЕДЕНИЯ И СОПРОВОЖДЕНИЯ ЛИЧНОСТИ В СОВРЕМЕННОЙ СОЦИАЛЬНО-ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

В статье представлены теоретические результаты исследования проблемы профилактики социально опасного поведения личности и ее сопровождения в современной социально-цифровой образовательной среде. Изменение качества образовательной среды вносит риски в поведение детей и молодежи, которые все больше нуждаются в оказании психологической помощи и поддержки, которая в свою очередь может быть реализована через социально-цифровую среду и ИКТ.

Ключевые слова: социально опасное поведение, профилактика, сопровождение, личность, современная социально-цифровая образовательная среда

Defining the contemporary educational environment as «a predominantly social-digital environment, since the process of socialization of children and youth is mediated by social networks, and part of the educational process is brought to the Internet space and various information and communication technologies are used», it is necessary to focus on its influence on the formation of psychological personality spaces. The main condition for the development of a personality in any context, including its psychological well-being and health, is a safe educational environment. At the moment, a number of questions arise related to the formation of socially dangerous forms of personality behavior in the conditions of the educational environment, the features of the perception of the subjective feeling of well-being by a modern personality, its psychological space and personal boundaries have not been sufficiently studied. To solve these problems, it is necessary to conduct a comprehensive research of the features of the formation of socially dangerous forms of personality behavior and its components. An important aspect of the research is the development and testing of an innovative prevention program that allows the most complete coverage of the problem of psychological well-being.

The research relevance stems from the contradictions arising from the collision of outdated models of social construction and the latest, modernized systems for constructing a personality space. The contemporary world of globalization and computerization dictates its own rules for the organization of space, the psychological boundaries of the individual. Educational environment and its participants can be exposed to both external and internal threats. At the individual level, the main internal threats include: internal imbalance and the individual psychological stress, psychological distress, instability and disruption of mental development and health, external ones - dissatisfaction with the psychological characteristics of the environment and instability to influences from people and groups. At the level of the educational environment, the main internal threats include: a negative attitude to the educational environment of its participants, a violation of peace and order in an educational institution, difficulties in communication between participants in the environment, external ones – emergencies in the social, technical and environmental spheres, criminalization of public relations.

The psychological safety of the social-digital environment and the individual are inseparable from each other, they are a model of the normal functioning and sustainable development of a person in interaction with the environment. At the present stage of intensive development of society, along with an increase in the level of activity and responsibility of each individual for life, there is a parallel increase in negative trends. The most relevant are the increase in persons prone to addictive forms of behavior, the growth of juvenile delinquency, teenage bullying, eating disorders, the aggravation and emergence of new forms of deviant behavior. A contemporary approach to solving these issues involves a modernized approach to training specialists to solve these problems.

Thus, modern challenges stimulate the setting of a goal related to the development of an effective system for the prevention of socially dangerous behavior of a person and its support in the contemporary social-digital-educational environment, using modern technologies for diagnosing and analyzing various contexts of a person's life. Achieving such a goal is possible through solving the problems of conducting a theoretical analysis and systematization of sociocultural, psychological and pedagogical features of socially dangerous behavior in a socially digital educational environment, its forecasting and prevention; development of an expanded term of a contemporary social and digital educational environment in the context of the concept of «socially dangerous behavior of an individual»; development of a prognostic algorithm that allows analyzing the risk of formation of socially dangerous forms of personality behavior, as well as a program for the prevention of socially dangerous behavior of a person that meets contemporary requirements; development of methods for accompanying a person in the conditions of a contemporary social and digital educational environment.

The idea of a comprehensive research of the process of preventing socially dangerous behavior of an individual in an educational environment is not new. However, studying it in the context of the

contemporary social and digital educational environment is an unexplored direction [1]. I. A. Baeva, A. V. Brushlinsky, E. V. Velichko, I. A. Volkova, G. V. Grachev, A. A. Derkach, I. V. Dubrovina, O. A. Eliseeva, A. I. Kolesnikov, M. A. Kotik, Yu. L. Kutakhov , E. B. Laktionova, V. F. Perevalov, I. N. Panarin, A. I. Petrenko, A. I. Pozdnyakov, N. A. Potapova, S. Yu. Reshetina, S. K. Roshchin, G G. Silaste, G. L. Smolyan, V. A. Sosnin, L. N. Timeryanova, P. I. Fisenko, L. I. Shershnev, N. N. Shcherba, R. A. Yavchunovskaya, R. G Yanovsky, V. A. Yasvin and others. At the same time, there remains a sharp imbalance in these areas both in science and in social practice, which is confirmed, in particular, by the structure and content of publications on safety issues. Psychological safety of the individual is considered as a state of safety of the individual, ensuring its integrity as an active social subject and the possibility of development in terms of information interaction with the environment [2].

Development of an effective system for the prevention of person's socially dangerous behavior in the conditions of a contemporary social and digital educational environment, using modern technologies for diagnosing and analyzing various contexts of a person's life, can help improve both the psychological well-being of subjects of both the educational process and the entire sociocultural environment. Solving the issue of ensuring the state of safety of the individual, recreating its integrity as an active social subject and the possibility of development in conditions of information interaction with the environment, we contribute to improving the quality of labor and professional development, creative adaptation to the environment and building a harmonious personality. Based on the creation of a system for diagnosing and analyzing the features of the psychological safety of a person in the conditions of a contemporary social and digital educational environment, it is possible to develop an effective system for the formation and maintenance of a person's psychological safety in various sociocultural contexts. Modernity sets us the task of rethinking the approaches and methods of working with a person prone to various deviations, psychological alienation and disruption of contacts with a multi modal environment, including in the context of COVID-19, creating a modernized system for training specialists to work with states of personal in safety, to prevent the negative consequences of globalization processes in the world.

The structure of the research of the designated problem may consist of the following stages:

– *stage 1* of the research: *analytical* – analysis of research in the field of theory of systems for diagnosing the state of the system for preventing person's socially dangerous behavior in the conditions of a contemporary social and digital educational environment, and programs for supporting a person in a state of in safety;

– *stage 2* of the research: *diagnostic* – the development of an effective system for diagnosing various elements of the system for preventing socially dangerous behavior of an individual in the conditions of a contemporary social and digital educational environment will create an effective model for solving a diverse range of tasks to prevent and correct the consequences of a violation of personal safety;

– *stage 3* of the research: *theoretical and modeling* – the creation of methods for the prevention of socially dangerous behavior of the individual in the conditions of the contemporary social and digital educational environment;

– *stage 4* of the research: *approbation* – diagnostics of the effectiveness of methods for preventing socially dangerous behavior of a person in the conditions of a contemporary social and digital educational environment in dynamics;

– *stage 5*: *analytical and final* – analysis of the results obtained, preparation of generalizing materials and teaching aids for specialists, parents and other subjects of the contemporary social and digital educational environment.

A pilot research on the basis of Gomel secondary schools was carried out using questionnaires and projective methods «Type of attitude to danger» by V. G. Maralov, «Hostility Inventory» (BDHI) by A. Bass and A. Darki adapted by A. A. Khvan, Yu. A. Zaitsev, Yu. A. Kuznetsova; «Self-Assessment of Conflict» by V. F. Ryakhovsky, «Conflict Behavior Strategies» by K. Thomas adapted by N. V. Grishina; "Family Drawing" by G. T. Homentauskas, "Film-Test" by R. Gilles,

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"Family Sociogram" by E. G. Eidemiller, V. Justickis, 200 students of 1-9 grades took part in it, 100 of whom live in families recognized as being in a socially dangerous position (SDP).

According to the results obtained and their processing using the φ^*-angular Fisher transformation, adolescents recognized in the SDP are characterized by an ignoring type of attitude to danger ($\varphi^*tab = 2.31 \leq \varphi^*emp = 3.569$ at $\rho \leq 0.01$), in while adolescents without SDP are characterized by adequate ($\varphi^*tab = 2.31 \leq \varphi^*emp = 3.119$ at $\rho \leq 0.01$) and anxious types ($\varphi^*tab = 2.31 \leq \varphi^*emp = 2.567$ at $\rho \leq 0.01$). Adolescents recognized in the SDP have more pronounced conflictness ($\varphi^*tab = 2.31 \leq \varphi^*emp = 3.612$ at $\rho \leq 0.01$), and they also statistically significantly more often use rivalry strategy ($\varphi^*tab = 2.31 \leq \varphi^*emp = 3.215$ at $\rho \leq 0.01$) and avoidance strategy ($\varphi^*tab = 2.31 \leq \varphi^*emp = 3.326$ at $\rho \leq 0.01$).

Adolescents recognized in the SDP were diagnosed with emotional family distress ($\varphi^*tab = 1.64 \leq \varphi^*emp = 2.263$ at $\rho \leq 0.05$). Among the forms of aggressive behavior in adolescents recognized in the SDP, physical aggression dominates ($\varphi^*tab = 1.64 \leq \varphi^* emp = 2.035$ at $\rho \leq 0.05$), indirect aggression ($\varphi^*tab = 1.64 \leq \varphi^*emp = 2.272$ at $\rho \leq 0.05$), irritability ($\varphi^*tab = 1.64 \leq \varphi^*emp = 2.066$ at $\rho \leq 0.05$), suspiciousness ($\varphi^*tab = 1.64 \leq \varphi^*emp = 2.263$ at $\rho \leq 0.05$).

Thus, adolescents recognized in the SDP downplay the significance of danger, do not understand and do not appreciate the risks of their actions or the actions of other people. Their aggressiveness and conflictness impede cooperation, they more often use physical force, anger, black humor, they are more likely to have disorderly outbursts of rage, irritation, discontent, rudeness, harshness in communication, they do not trust and are overly cautious to others, they always expect negativity and harm to them. They either attack or run. Their families are characterized by emotional distress, adolescents are dissatisfied with the current family situation, and they experience feelings of rejection, family disunity.

Junior schoolchildren recognized in the SDP are more characterized by closeness, isolation, less sociability ($\varphi^*tab = 2.31 \leq \varphi^*emp = 4.729$ at $\rho \leq 0.01$), while children not in the SDP are sociability ($\varphi^* cr = 2.31 \leq \varphi^*emp = 4.729$ at $\rho \leq 0.01$) and curiosity ($\varphi^*tab = 2.31 \leq \varphi^*emp = 1.743$ at $\rho \leq 0.05$).

Junior schoolchildren recognized in the SDP are more attached to their mother than to their father, they tend to build symbiotic relationships with them ($\varphi^*tab = 2.31 \leq \varphi^*emp = 3.264$ at $\rho \leq 0.01$). At the same time, compared with children who are not recognized as being in the SDP, they have attachment to both their mother ($\varphi^*tab = 2.31 \leq \varphi^*emp = 2.518$ at $\rho \leq 0.01$) and father ($\varphi^*tab = 2.31 \leq \varphi^*emp = 2.422$ at $\rho \leq 0.01$) is weaker. Junior schoolchildren who are not in the SDP show a more positive attitude to their mother and father.

Almost half of the junior schoolchildren recognized in the SDP are attached to their mother, but do not see support and protection in her, they believe that the mother herself needs their support and care. More than 4/5 of junior schoolchildren who are not in the SDP see their mothers as kind, smart, pretty, caring, successful, ready to help at any moment. 1/6 of the children in SDP are attached to their father, the rest see him as rude, cruel, scary, unbalanced. Most schoolchildren who are not in the SDP see their fathers as strong, successful and willed; almost half of the junior schoolchildren are very attached to their fathers.

In the perception of intra-family relations of children in the SDP, there is a significant emotional distance between all family members and their equidistant character; there is no direct contact between parents, and marital interaction is mediated by the figure of the child; the most subjectively significant figure for students in this group is the mother. The father, in most cases, is either absent or removed from the circle and from the child. In many cases, there is a desire for a closer, symbiotic relationship with the mother. In the perception of intra-family relations of children who are not in the SDP, other features are noted: a small distance between parents, between parents and a child.

Summing up the results of the pilot empirical research, it can be noted that the existing negative features were identified both in relations with parents and in the personality of the respondents, therefore, the solution of a set of goals and objectives for the problem of preventing socially dangerous behavior of the individuals and their support in the contemporary social and digital educational environment can be in demand both for the development of psychological and pedagogical theory, and for the creation of innovative tools for predicting and preventing socially

dangerous behavior of an individual in a socially digital educational environment, as well as for training specialists who accompany the educational process

The idea of forming an effective system for the prevention of socially dangerous behavior of a person in the conditions of the contemporary social and digital educational environment is new in relation to the tasks to be solved in the context of the lack of a system for diagnosing and analyzing the quality of developing personal safety systems both in the Republic of Belarus and abroad. Understanding the term of a social-digital educational environment as a new space that has no analogue in recent times seems important from the point of view of various areas of psychological science. Particularly important is the analysis of the sociocultural interaction of the individual with a constantly changing environment, theories of cognitive development and systems theory.

As a result of the proposed work, the term of a contemporary social-digital educational environment will be expanded and a system for the prevention of socially dangerous behavior of a person in this environment will be created; a model of effective assistance to vulnerable segments of the population was developed within the framework of the program for the formation of the person's psychological safety; creation of a number of methodological manuals both for narrow specialists and for teachers, group curators of educational institutions and a number of effective recommendations for parents.

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