
LEGAL PSYCHOLOGY. PSYCHOLOGICAL SUPPORT OF LAW ENFORCEMENT ACTIVITIES

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SCHOOL DISADAPTATION AND DELINQUENT TEENS' BEHAVIOR: CAUSAL RELATIONSHIPS

In modern conditions of reformation and modernization of an education, the problem of school disadaptation (SD) is one of the most urgent and, according to official statistics, has a progressive nature, generating, in turn, such acute contemporary problems as bullying, teenage aggression, school hazing etc. In other words, there is a direct connection between the phenomenon of SD and the unlawful behavior of adolescents. On the basis of this, and also on the basis of generalization of the approaches developed by modern scientific thought, SD is considered to be a specific stage of social maladjustment, preceding delinquent, and, subsequently, criminal behavior of minors. The structure of the concept of school disadaptation is revealed and its types, manifestations, species are described. Factors determining its occurrence are considered. A number of the concepts revealing the psychological and pedagogical aspects of SD are studied: adaptation conflict, affiliation, semantic barrier, and so on. The main ways and directions of pedagogical influence in the cases of a stable school disadaptation, as well as the ways of overcoming some manifestations of disadaptation in the educational process of the school, are defined.

Keywords: school disadaptation (SD); resistant, latent SD; sociopsychological determinants of SD, adaptive conflict, affiliation, notional barrier; antidisiplinary, deviant, delinquent behavior; school setting; difficult, pedagogically neglected, uncomfortable child; mechanism of interaction “teenager-teacher-family”.

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