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Research of teachers' professional readiness to work with children with deviant behaviour

Badanie profesjonalnej gotowości nauczycieli do pracy z dziećmi wykazującymi zachowania dewiacyjne

Introduction

As things stand, the issue of bringing up the next generation raises concern and alarm in society. As the most common form of deviant behaviour, bullying

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is of concern to everyone: the state, teachers, parents, and communities. To address this, in the 2024-2025 academic year, 50 schools in Kazakhstan are testing the anti-bullying program DosbolLIKE (Anti-bullying program, 2023). More than 70 thousand schoolchildren and over 5 thousand teachers are taking part. To successfully implement the program, teacher participants had to undergo instructional and methodological seminar training. The KiVa anti-bullying program was launched in 110 Kazakhstan schools in September 2024 (Zakieva, 2024). However, bullying in schools is not the only type and form of deviant behaviour in children. Accordingly, one of the most important social tasks is the search for methods to eradicate negative forms of deviations in school, “secure targeted work on social rehabilitation of children with deviant behaviour” (Law on Prevention of Infractions, 2004) and improve competencies of teachers in working with such children during their socialization. Thereby, prerequisites for the development of the research topic were its relevance to society in connection with the spreading of deviant behaviour among children and adolescents, as well as a scientific search for a solution to the issue of developing professional readiness of schoolteachers to interact with children showing patterns of deviant behaviour.

The interdisciplinary approach to this study is based on the ideas of anthropological sciences, namely, philosophy, sociology, law, psychology, and pedagogy substantiating general scientific categories that study the concepts of deviation and deviant behaviour, the concept of upbringing, social adaptation, and socialization of the individual, socio-pedagogical theories on socio-cultural determinacy and complexity in interpreting factors and causes of deviant behaviour in minors, the humanistic psychology legacy (Durkheim, 1994; Maslow, 1954; Vygotsky, 1926; Rogers, 1967; James, 1991; Erikson, 1950, etc.), and modern research in social psychology on interpersonal relationships and behavioural attitudes.

The theoretical and methodological basis of this study is formed by the conceptual ideas on preventing deviation in children and adolescents (Zmanovskaya, 2004; Gilinsky, 2004; Klayberg, 2004; Rean, 2015; Akazhanova, 2020, etc.), theory of barriers in pedagogical activity (Zimnyaya, 2006, etc.), scientific research of teacher professional competencies, abilities, qualities and of pedagogical difficulties and mistakes (L. A. Grigorovich, A. A. Gorelov, Chudakov, 2022, etc.).

The analysis of scientific sources on the issue of deviant behaviour in children shows how researchers are primarily interested in the causes of deviant behaviour in children and adolescents, humanistic approaches to overcoming it among adolescents (Zinnurov (2012), D. V. Adamchuk, Y. G. Dozortseva, Yenikolopov (2016), A. B. Petrova (2008), Volkova, Tsvetkova et al. (2019), etc.).

A great contribution to the development of research on this issue is owed to foreign pedagogical experience in developing and implementing programs supporting various groups of deviant children (pragmatic pedagogy of J. Dewey (1899), moral development of the individual by L. Kohlberg (1981, 1984), the method of therapeutic communities, work therapy, play therapy, art therapy). The use of a combination of interscientific research methods, such as demographic, sociological, psychological, and pedagogical, etc., related to the issue of deviant behaviour in children equips teachers with the necessary knowledge and provides an opportunity to determine risk factors and early detection of behavioural deviations. The USA has successfully implemented the program Self-Esteem Builders (Borba, 1989), effectively working with children with deviant behaviour. According to the author's program, providing educational conditions raises the level of adolescents' self-esteem, resulting in good behaviour, reduced aggression, and improved academic performance. The psychological and pedagogical science of the USA and Great Britain offers a multitude of juvenile deviant typologies. The most common ones are the classifications by Bandura (1973), Becker (1964), Jenkins (1969), etc. In his analysis of the concepts of deviant behaviour based on the materials of the USA and Great Britain, D.V. Volkov (2001) points to the multiplicity of different theories that arose in the mainstream of Anglo-American deviantology. Forty different sociological, criminological, social-pedagogical, psychological-pedagogical, biologically conditioned, behaviourist, etc. theories of deviant behaviour include Durkheim's (2006) concept of social anomie transformed by R. Merton, the theory of subculture (Cohen (1972), Miller (1958), etc.), the theory of mass media, etc. The scientific value of these theories contributes to the development of the theory and practice of deviantology. However, the listed theories are not free of shortcomings: they exist each on their own and, therefore, lack connection between them. In recent decades, Anglo-American juvenology has been actively developing a socio-pedagogical direction that

includes socio-cultural conditioning and complexity in explaining the causes of deviant behaviour of minors.

In the context of this study, modern deviantology researcher efforts revealing the issues of forming competencies of experts who interact professionally with children with deviant behaviour are of theoretical and practical significance. These include publications both by local (Akazhanova (2022), Sadvokasova (2016), Izakova, Valiyev et al. (2018) and foreign scientists (Coplan et al., Salimi et al., Varela et al., Verseveld et al.), including Polish researchers (Pyżalski (2012), Łukawska (2015), Borkowska, Szymanska (2012), etc. (2019). The USA, Great Britain, Poland, and Slovakia's social and correctional-rehabilitation work experience on the topic of this study is of great interest to our country.

Local scientists have made a significant contribution to addressing the issue of deviant behaviour in children and adolescents in the theoretical and empirical studies by Dusmanbetov, Sheryazdanova (2003), Zhigampar (2011), Sadvokasova, (2016), textbooks and study guides for university students by Akazhanova (2022), Abdykarimov, Baiseitova et al. (2008), Aitbaev, G.A. Qasen (2014), methodological recommendations by Izakova, Valieva et al. (2018), Torybaeva, Atakhanova (2021).

The textbook by Akazhanova, (2022) reveals psychology issues of deviant behaviour of minors, explores the main theoretical and methodological principles, presents a classification of types of deviant behaviour, age and individual characteristics, mechanisms for the formation of asocial and antisocial groups, methods of psychological and pedagogical prevention and intervention. Sadvokasova's monograph "Technologies in Working with Children with Deviant Behaviour. Art-Pedagogical Aspect" (2016) offers modern technologies in working with children with deviant behaviour: approaches, techniques, methods, forms, procedures, and tools in working with adolescents.

As part of the project, methodological recommendations Measures to Prevent Deviant Behaviour Among Children and Adolescents have been developed, revealing the problem relevance, characteristics, causes, and factors of deviant behaviour of children and adolescents. A model of systemic measures to prevent deviant behaviour among children and adolescents is proposed to cover the system of monitoring and evaluating the effectiveness of preventive measures (Izakova, Valieva, (2018). Accordingly, as the review

of scientific sources showed, Kazakhstani authors have not given the issue of forming professional readiness of schoolteachers to interact with children with deviant behaviour the scientific coverage it deserves.

The purpose of the article is to identify psychological and pedagogical conditions that contribute to the professional readiness of schoolteachers to interact with children with deviant behaviour.

Methodology and methods

The following scientific approaches serve as methodological guidelines for the problem under study: axiological, personality-oriented, system-activity, cultural-anthropological, environmental, social-role, interdisciplinary, competence-based, and comparative. The use of a set of methodological principles, such as humanism, cultural conformity, natural conformity, and reliance on the positive traits of a person and their bringing up, orientation towards the student's spiritual and moral development, creation of psychological and pedagogical conditions for successful subject-subject interaction between the teacher and the student, formation of competence in managing deviant behaviour, and the process complexity of professional interaction with children with deviant behaviour will allow us to reveal the problem under study in depth.

To achieve the stated goals, we have used the following research methods: theoretical analysis and synthesis, classification, generalization of experience, surveying (polling), ranking, and quantitative and qualitative processing of materials using mathematical statistics methods, etc.

The main research topic is as follows: "What pedagogical competencies schoolteachers in Kazakhstan have to work with students exhibiting deviant behaviour?" To identify teacher competencies in child deviant behaviour and to examine their knowledge and skills (KS) of schoolchildren deviant behavioural aspects, we have developed two proprietary questionnaires under the umbrella title "Teacher Awareness." The sample of schoolteacher respondents consisted of 498 people out of five regions of Kazakhstan: Karaganda region (149), Almaty region (80), Akmola region (92), Ulytau region (78), and North Kazakhstan region (99). Among the teachers who underwent diagnostics, the range of experience was 1 to 30 years. Diagnostics for this study took a period between October 15th and December 15th, 2024.

Results

Deviation concepts consider positive and negative deviance. Positive deviation (genius, giftedness, creativity) contributes to the progress of human civilization, while negative deviation entails a violation of moral norms of society, destroys the physical and moral health of individuals, and negatively affects the upbringing of the next generation. This explains the emphasis of scientific research on negative deviation as a social issue.

The theory of deviation based on an interdisciplinary approach offers a generally accepted classification that includes three interrelated traditional groups based on psychological, biological, and sociological approaches. Legal (criminological) theories also have their own subject of study in the scientific field of deviation, a delinquency. Classifications of deviation theories in psychology are based on philosophy, personology, social psychology, and sociology.

As a human science, anthropology covers the whole variety of behavioural manifestations in an individual's socialization, including behaviour deviating from the norm. The social phenomenon of deviation is studied by sociology, psychology, biology, criminology, medicine, and pedagogy. Based on interscientific research, pedagogy, or social pedagogy in particular, focuses both theoretically and practically on the upbringing and socialization process of children with deviant behaviour. Educationists and practitioners have developed technologies to prevent and correct deviant behaviour in children and adolescents. The interdisciplinary approach to this study allows us to scientifically substantiate the inclusion of socio-pedagogical theories of deviation in generally accepted classifications (Sadvokassova, (2016); Kasen, Mynbaeva et al. (2014), since, first of all, the essence of deviation, in Gilinsky's (2004) own words, is expressed in behavioural acts that should be considered, taking into account biological, sociological, psychological theories of deviation to begin with. In this study, the authors explore deviant behaviour as behaviour deviating from the norms of interpersonal relationships accepted by society in psychological and pedagogical aspects, i.e., deviation as a manifestation of the behavioural component in an individual's socialization process. Based on the analysis of the concepts of deviant behaviour, deviant behaviour and other synonymous categories in deviantology, *this study interprets the "deviant behaviour of children and adolescents" as "a behavioural component in the social*

structure juvenile personality not corresponding to the norm of society and manifested in positive or negative forms.”

This study aims at developing professional readiness of teachers to interact with negative manifestations of deviant behaviour of children and adolescents. Examination to identify the readiness of teachers to interact with children with deviant behaviour has been performed in 2024 as part of the project “Psychological and Pedagogical Conditions for the Development of Professional Readiness of Teachers to Interact with Children with Deviant Behaviour”. The study engaged 498 teachers from five regions of Kazakhstan. The range of experience of teachers who underwent examination is 1 to 30 years. 44.3% of those were teaching moderators, 32.2% teaching researchers, and another 23.5% were teaching experts.

Teacher readiness is an integral concept that includes pedagogical and psychological substructures. The pedagogical substructure determines theoretical readiness (knowledge of the phenomenon of deviation, manifestation forms, diagnosis, and correction methods) and practical readiness (developed skills). Studying pedagogical component of teachers' readiness to interact with children with deviant behaviour required an online examination using questionnaires.

The first questionnaire is aimed at examining the development of teachers' knowledge of deviations in children. It includes closed-type questions revealing the level of teachers' theoretical knowledge in deviantology, as well as mixed-type questions aimed at identifying teachers' requests for certain types of support, namely, educational, psychological, methodological, etc.

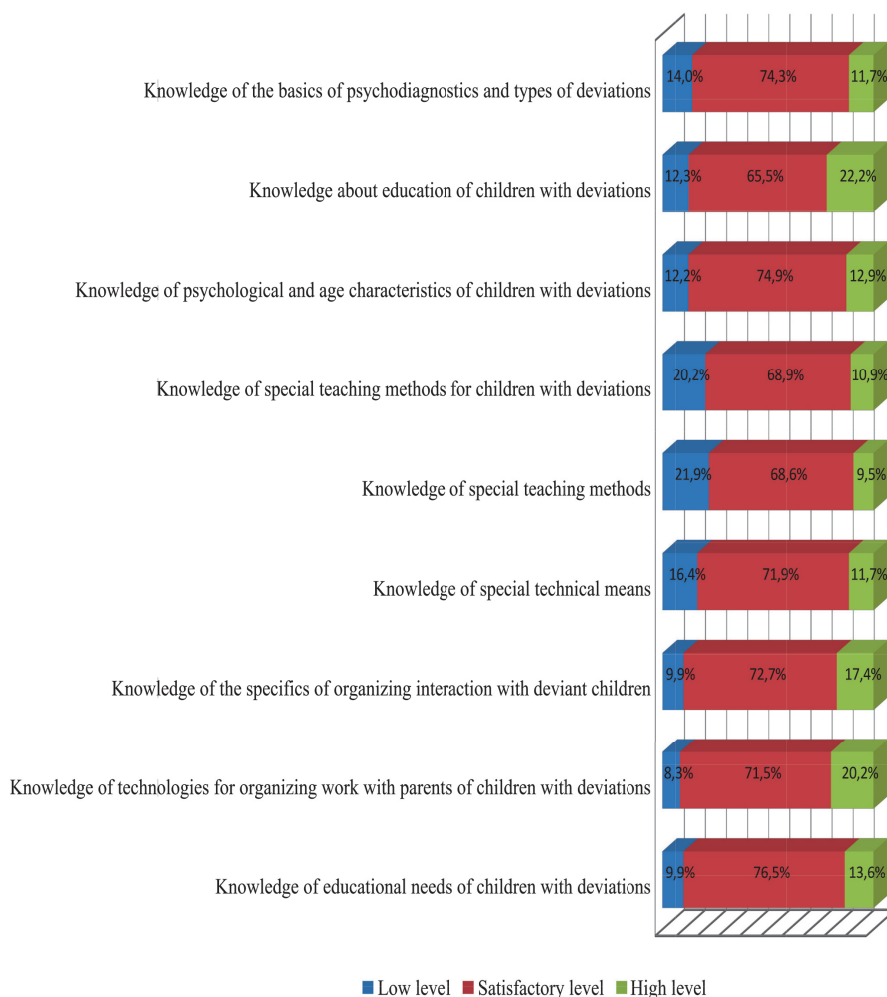
The second questionnaire is aimed at assessing the development of teachers' skills of interaction with children with deviant behaviour. This questionnaire will allow us to examine the level of development of the following teacher skills:

- Analytical and prognostic skills,
- Design skills,
- Organizational skills,
- Communication skills, and
- Reflective skills.

Difficulties in interaction between teachers and children with deviant behaviour

The assessment of teachers' knowledge of the features of interaction with children with deviant behaviour has shown criteria presented in Figure 1.

Figure 1. Criteria of Development of Teachers' Knowledge of Deviations and Features of Interaction with Children with Deviant Behaviour



Source: Authors' own elaboration.

76.4% of the surveyed teachers have shown a satisfactory level of knowledge in the basics of psycho diagnostics and the main signs of deviations in children. 13.6% of teachers have a high level of knowledge in this area, and another 9.9% of teachers do not possess the required knowledge in the area. 71.5% of teachers have only a general idea of what education for children with deviations is and how it differs from education for other categories. 20.2% of teachers have a clear idea of the features of educational space for this category of children. 8.3% of teachers have no idea how educational environment differs for children both with and without deviations.

Most teachers (72.5%) show a satisfactory level of knowledge of psychological patterns and characteristics of age and personality development of children with deviations. 17.4% of teachers show a high level of knowledge in this matter, and another 9.9% of teachers do not have knowledge in this matter.

71.9% of teachers show a satisfactory level of knowledge of the methods of psychological and didactic design. 16.4% of teachers show a low level of knowledge about the methods of psychological and didactic design. 11.7% of teachers show a high level of knowledge in this matter.

68.6% of surveyed teachers have only a general idea of special teaching methods for children with deviations. 21.9% of teachers have no idea of specific methods that need to be used to work with children with deviant behaviour. 9.5% have a clear idea of features and methods of applying special methods to work with this category of children.

The majority of teachers (68.9%) show a satisfactory level of knowledge of special technical means for working with children with deviations. 20.2% of teachers show a low level of knowledge of special technical means, and only 10.9% of teachers note a high level of knowledge in this matter.

74.9% of surveyed teachers show a satisfactory level of knowledge of features of organizing children's interaction. 12.9% of teachers have specific and clear ideas about the features of organizing interaction for this category, and another 12.3% of teachers do not have knowledge and have no idea about the features of children's interaction.

65.5% of teachers have only a general idea of the technology of organizing work with parents of children with deviations. 22.2% have clear and specific ideas about working with this category of parents, and another 12.3% of

teachers do not know and do not understand how to organize work with this category of parents.

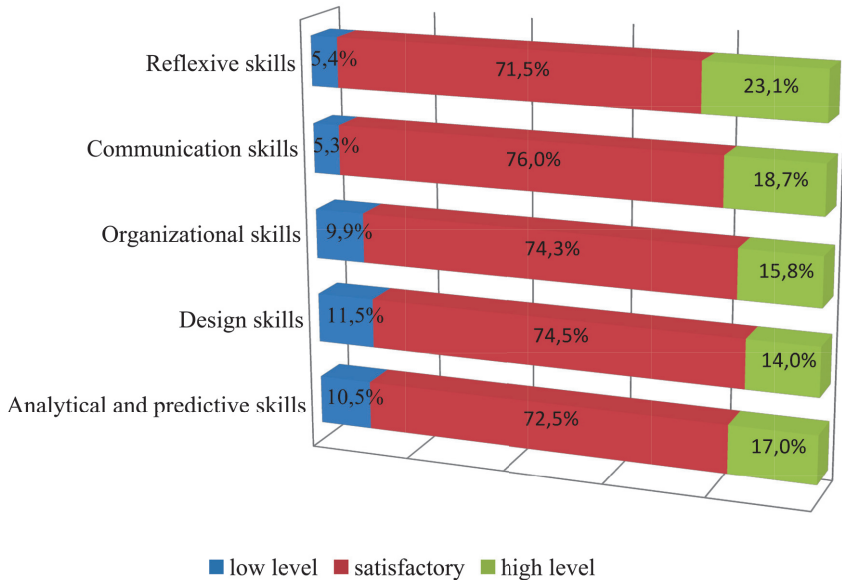
Most of the teachers surveyed (74.3%) show a satisfactory level of knowledge of specific educational needs of different categories of children. 14% show a low level of knowledge about this, and only 11.7% of teachers show a high level of knowledge about children with different types of deviations.

In general, the assessment of teachers' knowledge of interaction and working with children with deviant behaviour allowed us to conclude that most of the respondents only have general ideas and knowledge of working with deviant children, and only a small part of teachers have specific subject knowledge.

The pedagogical component of teachers' readiness to interact with children with deviant behaviour also includes a skill development criterion.

The survey has revealed the following criteria of the teachers' skill development, as shown in Figure 2.

Figure 2. Criteria for Assessing the Level of the Teachers' Professional Skills



Source: Authors' own elaboration.

In terms of analytical and prognostic skills, the majority of surveyed teachers (72.5%) can generally analyse children's behaviour but also find it difficult to assess specific manifestations. They use general knowledge of deviations to address methodological issues without diving deep into specific features of deviation. They tend to analyse specific situations but do not always consider the results of the analysis in the process of subject interaction with deviant children, which can lead to conflicts. They generally analyse the results achieved of children with deviations. They are able to make a general forecast of the child's socio-psychological development without considering specific manifestations of deviations, which affects the effectiveness in the development of a further educational route. 17% of teachers can analyse and assess the behaviour of children with deviations, use specific subject knowledge considering the specifics of deviation, can analyse and assess situations and use this data to build safe interaction with this category of children. They show a high level of skills in development of an educational route based on the analysis of the child's current development level.

A small percentage of teachers (10.5%) do not possess the skills to analyse and assess the behaviour of children with deviations, find it difficult to use knowledge of deviations in specific situations, are not focused on analysing and evaluating children's behaviour, and use the same template in interaction with them as for children without deviations. They find it difficult to make a socio-psychological forecast for the development of children and are not inclined to build a clear educational route.

In regard to design skills, 74.5% of teachers are inclined to plan lessons but find it difficult to evaluate the results, formulate lesson objectives clearly but find it difficult to choose specific conditions for their implementation, model tools but do not always clearly know which tools to use. 14% of teachers are inclined to clearly construct and plan lessons and have specific criteria for evaluating the results. They set specific tasks and choose conditions for their implementation, use specific methodological tools for working with children with deviant behaviour. Amongst surveyed teachers, 11.5% have trouble organizing the educational process for this category of children. These teachers find it hard to plan and evaluate lessons and they also use a limited set of tools.

In regard to organizational skills, the majority of the surveyed teachers (74.3%) can manage children's behaviour and activities in conflict-free situations when there are no distinct deviant manifestations. They generally

make quick decisions in non-standard situations, although these decisions are not always effective. They organize dialogue interaction but only from a single position of the child – as a “student.” They present tasks for children clearly and concisely but not always in plain language, focusing more on children with no deviations. They can create a correctional environment, but they use a limited set of resources available in the educational space, which affects the effectiveness of correctional actions. 15.8% of teachers are able to manage the behaviour and activities of children in any situation, are able to act quickly and effectively in non-standard situations, can build a dialogue with a child, considering possible roles and positions of both the teacher and the child. They present the material concisely, clearly and in an accessible way for different categories of children, create an effective correctional environment, use all the required educational space resources, which minimizes risks in the training and interaction this category of children. 9.9% of respondents cannot manage the behaviour and activities of this category of children and tend to overlook some manifestations, find it hard to build a dialogic interaction. They prefer to formalize interaction based on a monologue when the active participant is the teacher. They have pronounced difficulties in presenting tasks and find it hard to form an effective correctional environment.

In terms of teacher communication skills, the survey revealed that the majority of respondents (76%) tend to establish interaction with children considering age-related characteristics but without analysing the specifics of deviant manifestations. They use a specific, template set of tools to create interaction, and have some difficulties in assessing changes in the mental state of children at different stages of interaction. This category of teachers is characterized by the ability to clearly plan and implement interaction with parents and other participants in the educational process. 24% of teachers have shown high rates of communication skills. These teachers establish interaction based on the analysis of age and psychological characteristics of children considering the specifics of deviation while using a wide range of tools to build interaction as part of individualization of learning. These teachers tend to adequately perceive and interpret children's signals, which allows them to determine changes in behaviour and states by their external manifestations. It is important for them to build effective communications not only with children but also with parents and other participants in the educational space. Another 5.3% of teachers show low communication skills. They are not inclined to

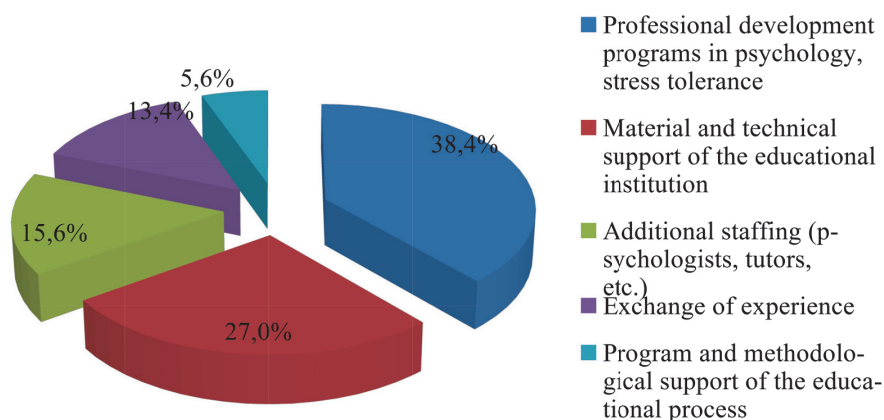
use an individual approach in the process of communication with children. They have difficulties tracking changes in children's behaviour and they use a limited set of tools for organizing interaction. They are not inclined to include communication with parents and other participants in the educational space in the process of communication.

Assessing the reflective skills of teachers, we can note that the majority of teachers (71.5%) are inclined to analyse their professional actions but more often based on the results of their implementation and not for predictive purposes, which affects the effectiveness of methods and tools used. They analyse the achievements and shortcomings in their own work but are not always able to find ways to address issues, which may cause difficulties in the process of further professional development. 18.8% of teachers show a high level of reflective skills. These teachers analyse their own professional actions, are able to predict problem points in interaction with children. They use a wide range of methods and tools, set clear plans for self-training and development in matters of interaction with children with deviations. A small percentage of teachers (5.3%) show a low level of reflective skills, are not inclined to analyse and predict their own successes and failures, use a limited set of tools in their work and find it difficult to determine further paths for professional development.

During the survey, teachers would note how they need practical knowledge of deviations (44.3%), including medical and psychological (developmental psychology, psychology of family relations, social psychology). 33.7% of respondents would like to exchange experiences. 22% express the need for advanced training in diagnostics and correction of behaviour for children with deviations, working with families of children with deviant behaviour. In regard to the assistance required by teachers, the following types of support were noted, graphically presented in Figure 3.

In general, the analysis of survey results has revealed a high need among teachers for practical knowledge and development of skills in communicative, prognostic, orientation, organizational work, and provision of effective and timely social and pedagogical assistance to children and adolescents with deviant behaviour.

Figure 3. Priority Types of Assistance for the Implementation of an Inclusive Approach in Education of Children with Deviations



Source: Authors' own elaboration.

Discussion

As part of this study, there is a need for a scientific interpretation of the key term “professional readiness of a teacher to interact with children with deviant behaviour”. Analysis of sources in the psychological and pedagogical scientific area on the definition under study allows us to receive it as a psychological attitude to a certain activity, as a private psychological phenomenon, as a state of the subject (Uznadze, 1997; Yadov, 2013, etc.) In this respect, Uznadze’s (1997) scientific school considers readiness as an essential feature of the attitude that arises in the behavioural activity of the subject. Some researchers (Dyachenko, Kandybovich, 2005) consider the subject’s psychological readiness in accordance with their professional activity as a form of its reflection in integrity. Accordingly, they argue that professional readiness is a complex personal formation that includes a multi-level system of qualities, states, and properties of the subject, allowing them to successfully conduct their professional activities.

Pedagogical research sees the issue of professional readiness as a set of personality traits that are successfully implemented in the performance of professional and pedagogical functions (Slastenin, 2002), as an integral

personality trait, the origins of which arise in the substructure of experience, i.e., is primarily due to knowledge, skills, and abilities (Platonov, 2016). We feel important to note the definition of readiness suggested by S. L. Rubinstein (2021) that we believe to most fully reveal understanding of the essence of definition under study from a psychological and pedagogical standpoint. It includes several moral and psychological aspects of the teacher's personality, their mental and theoretical abilities, a set of socio-political and psychological knowledge, as well as programmatic methodological skills and abilities necessary for a teacher in their professional activities.

The Kazakhstan's scientific school lead by the scientist and teacher N.D. Khmel has made a significant contribution to the development of the theory of professional readiness. N. D. Khmel's concept substantiates the professional readiness of a teacher as a complex formation that includes both professional qualities of the individual and certain knowledge and skills reflecting three components: motivational-value, content, and procedural. According to N. D. Khmel, pedagogical education's goal is to develop teacher competence (Khmel, 2003).

In modern professional education, a competence-based approach is a priority in the pedagogical process. The issue of the competence-based approach to professional activity is one of the intensively developed problems of domestic and foreign pedagogy. Theoretical analysis of the concept of Professional Competence has shown an ambiguity of approaches to interpreting the concept in the literature on this issue.

Professional competence is considered as "the unity of theoretical and practical readiness to carry out pedagogical activity; "a set of knowledge and skills that determine performance; the volume of skills for completing a task; a combination of personal qualities and properties; a set of knowledge and professionally significant personal qualities; a vector of professionalization," etc. (Vvedensky, 2003). Development of competence in the educational process puts forward not the awareness of the student but the ability to address problems in various areas. The latter definition most clearly reflects the essence of the competence-based approach in our study.

Scientists consider the concept of "professional competence" as a set of professionally significant qualities that allow an expert to successfully perform professional and pedagogical functions while competences represent a range of issues that a professional should be aware of. British psychologist

J. Raven (2002, p. 24) notes that the main components of competence include internally motivated characteristics associated with the system of personal values or types of competence. As a complex psychological formation, professional competence has varieties, namely: social, pedagogical, socio-psychological, communicative, regulatory, informational, ethnocultural, etc. Analysis of the definition of “competence” in psychological and pedagogical literature leads to the conclusion that, basically, scientists consider it as a set of professionally significant qualities that allow an expert to successfully perform their professional and pedagogical functions. Accordingly, the concept of “competence” is considered as the result of the preparation (readiness) of an expert for various types of professional activities. Based on the analysis of the concept and the above conclusions, we came to the following author’s definition of the concept in the context of the problem under study: *By professional readiness of schoolteachers to interact with children with deviant behaviour, we understand the teacher’s personal characteristics and competencies in deviantology, possession of psychological and pedagogical knowledge, skills, and abilities to prevent and correct deviant behaviour of schoolchildren.*

The process of developing the professional readiness of teachers to interact with children with deviant behaviour presupposes psychological and pedagogical conditions for its implementation considering the set of methodological principles we have defined above.

The philosophical definition of conditions as an essential component of objects (things, their state, interaction), from the presence of which the existence of a given phenomenon necessarily follows, indicates the importance of identifying specific conditions. The concept of “psychological and pedagogical conditions” is usually considered as a set of objective and subjective factors required to ensure the effective functioning of all areas of the educational system. They depend on the choice of goals and objectives, principles of training and education, and determine the corresponding content, organizational forms, methods (techniques), ensure their continuity, integration, and interconnection, consider specifics of the means used in the school’s educational process.

In the context of the study, by psychological and pedagogical conditions we mean *psychologically and pedagogically substantiated features of organization of the pedagogical process that determine the effectiveness of the process of*

developing professional readiness of schoolteachers to interact with children with deviant behaviour.

During the study, we believe the following psychological and pedagogical conditions are necessary for the process of developing professional readiness of schoolteachers to interact with children with deviant behaviour have been identified and substantiated:

- Condition 1: Examination of the current state of professional readiness of teachers to interact with children with deviant behaviour,
- Condition 2: Development of a model of professional readiness of teachers to interact with children with deviant behaviour, and
- Condition 3: Educational and methodological support for the process of developing professional readiness of schoolteachers to interact with children with deviant behaviour.

According to the hypothesis of the study, the psychological and pedagogical conditions we have identified suggest further modelling of the process of developing professional readiness of schoolteachers to interact with children with deviant behaviour, and development of an educational module to improve teacher competencies in working with students prone to deviant behaviour.

Conclusions

Deviant behaviour is the subject of research in many humanities that study various aspects of this social phenomenon. Pedagogy, in particular, is more interested in preventive measures for deviant behaviour in children and effective educational means of preventing it. The causes for deviant behaviour in children are varied and include family issues, aggressiveness as a result of negative dependence on gadgets and drugs, gamification, team relationships, inflated self-esteem, and other social and psychological factors. They can be eradicated by educational influence on children and adolescents by professionals not indifferent to the problems of Kazakhstan's society. The modern educational environment sets serious demands on the personal characteristics and professional qualities of teachers. Constant improvements and acquisition of new knowledge and skills in various areas are required. In this regard, one of the pressing issues of modern pedagogy is the competence in managing deviant behaviour. This requires the creation of conditions for advanced training and professional retraining, considering educational

space's needs and characteristics. Solution of such an important problem will contribute to the increase of competence potential of schoolteachers to interact with children prone to deviant behaviour, as well as the creation of favourable conditions for the development of children, a comfortable safe environment at school, and the moral health of society in general.

Abstract: The following paper explores the issue of professional readiness of teachers to work with children with deviant behaviour. The relevance of this problem is associated with the growth of various forms of deviant behaviour among children and adolescents. The purpose of the study is to identify psychological and pedagogical conditions for the development of teacher's readiness in managing deviant behaviour. The state of knowledge of the problem of deviation is presented based on an interdisciplinary approach. The study uses several basic methodological approaches: axiological, personality-oriented, system-activity, cultural-anthropological, environmental, social-role, interdisciplinary, competence-based, comparative, and basic principles. The paper describes methods and results of an empirical study conducted among schoolteachers in five regions of the Republic of Kazakhstan on this issue by means of a questionnaire. The paper presents theoretical results of the authors' study: a scientific interpretation of the key concepts of "Deviant Behaviour of Children and Adolescents," "Professional Readiness of Teachers to Interact with Children with Deviant Behaviour" based on a competence-based approach. Psychological and pedagogical conditions for the development of professional readiness of schoolteachers to interact with children with deviant behaviour are substantiated. In this article, the authors come to the conclusion on the development of competence in managing deviant behaviour of a teacher on the psychological and pedagogical conditions they have identified.

Keywords: deviant behaviour, children, teachers, interaction, professional readiness, competence in managing deviant behaviour.

Streszczenie: Niniejszy artykuł podejmuje problem gotowości zawodowej nauczycieli do pracy z dziećmi przejawiającymi zachowania dewiacyjne. Znaczenie tego zagadnienia wynika ze wzrostu różnych form zachowań dewiacyjnych wśród dzieci i młodzieży. Celem badania jest identyfikacja psychologicznych i pedagogicznych uwarunkowań rozwoju gotowości nauczycieli do zarządzania zachowaniami dewiacyjnymi.

Stan wiedzy na temat problemu dewiacji został przedstawiony w oparciu o podejście interdyscyplinarne. W badaniu zastosowano kilka podstawowych podejść metodologicznych: aksjologiczne, zorientowane na osobowość, systemowo-aktywnościowe, kulturowo-antropologiczne, środowiskowe, społeczno-rolowe, interdyscyplinarne, kompetencyjne, porównawcze oraz podstawowe zasady metodologiczne. Artykuł opisuje metody i wyniki badania empirycznego przeprowadzonego wśród nauczycieli szkół z pięciu regionów Republiki Kazachstanu za pomocą kwestionariusza. Przedstawia także teoretyczne wyniki badań autorów, w tym naukową interpretację kluczowych pojęć: „Zachowania dewiacyjne dzieci i młodzieży” oraz „Gotowość zawodowa nauczycieli do interakcji z dziećmi przejawiającymi zachowania dewiacyjne” w oparciu o podejście kompetencyjne. Uzasadniono psychologiczne i pedagogiczne warunki rozwoju gotowości zawodowej nauczycieli do pracy z dziećmi o zachowaniach dewiacyjnych. Autorzy dochodzą do wniosku, że rozwój kompetencji w zakresie zarządzania zachowaniami dewiacyjnymi nauczyciela jest ściśle związany z określonymi przez nich warunkami psychologicznymi i pedagogicznymi.

Słowa kluczowe: zachowania dewiacyjne, dzieci, nauczyciele, interakcja, gotowość zawodowa, kompetencje w zarządzaniu zachowaniami dewiacyjnymi.

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