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Деспина П. Сивевска, Јадранка В, Рунчева

THE ROLE OF THE PEDAGOGUE IN PREVENTION OF RISKY / UNACCEPTABLE STUDENT BEHAVIOR

Despina, P. Sivevska, Jadranka, V. Runceva

ABSTRACT: Risky behavior is becoming more common among children and young people and it can have negative consequences on their cognitive and psychosocial development, as well as on their health. The rapid changes that are taking place in modern society are also reflected in the growth of such behavior in this population. Hence the need to make changes in several areas of action, including education.

The school, in addition to the family, appears as one of the primary factors that can act on such behavior among youths, to encourage and support changes in educational practice, to develop prosocial skills and thus to prevent the occurrence of such behavior. It is an important environment in which the influence of protective factors that help children and parents to overcome the negative influences that can cause unacceptable behavior can be strengthened. At the same time, all key actors (teachers, professional workers, the principal) must find a way to help children in solving the problems they encounter, but also to prevent the occurrence of certain behavioral problems in children and young people. In that process, the role of the pedagogue is especially valuable, who with his activity and action within the school can greatly prevent the occurrence of such behavior among students.

KEYWORDS: risky/unacceptable behavior, school, pedagogue, prevention

Children should be educated, not obedient!
A.S. Makarenko

Defining the term risky / violent behavior

Risky behavior among children and young people is a serious problem in today's modern society. When defining this term in the professional literature, there are several terms, such as behavioral disorder, unacceptable behavior, social maladaptation, deviant behavior, antisocial and asocial behavior. Such behavior, due to its complexity, is often the subject of numerous studies in various scientific disciplines [12]. The very complexity of this phenomenon prevents its unambiguous definition and classification. Some definitions are based on a phenomenological approach, some on an etiological one, and some on the need to intervene in society in the upbringing and socialization of the child [12].

However, the essence of this phenomenon in young people implies socially maladapted behavior, deviation from socially acceptable and desired behavior, danger that lurks [8], by which an individual endangers his health, disrupts development to its potentials or endangers socially acceptable values and violates rules of exemplary behavior. Such behavior can disrupt life in the community and endanger the further life of the individual [8].

The environment in which the child lives, grows and develops abounds in a number of risk factors that originate from different backgrounds, and which can affect the occurrence and development of some form of risky behavior. Bašić, Baldwin and Riel state in their research that they use the term "risky behavior" or "children and young people at risk" to describe children and young people who face a number of problems that are detrimental to their positive development and successful adaptation to the environment and society in which they live [8]. Problems in the child's behavior can occur as a result of dissatisfaction with the emotional and psychological needs of the child, when he is unable to verbalize them, so he chooses behavior that is not in line with expectations and may be considered unacceptable. Such behaviors usually begin to manifest in the family, and later in other environments where the child is involved, such as preschool, school, peers, local environment.

Some authors, such as Koller-Trbović, Žižak and Bašić, cite deviation in a certain environment, harmfulness and the need for intervention as basic criteria for recognizing behavioral disorders, stating that behavioral disorders are any behavior that disrupts normal functioning and which can be harmful and dangerous for the individual and his environment, which deviates from the norms of normal behavior for that age, gender, situation and environment and which requires professional help [12].

As a rule, risky behavior negatively affects on the educational and work achievement of the child / student, his / her overall social behavior and functioning. Previsic [7] points out that as a basis for violent behavior can be learned patterns of behavior acquired through acceptance / observation of the behavior of the idol, peers, the media in which violence is becoming an increasingly accepted model of behavior.

The school and the school environment as a factor for preventing risky behavior

Risky behavior, ie behavior in which dominated various forms of aggressive reactions in students, is largely the result of upbringing, ie it originates from the environment, the mile in which the child grows [10].

The school is one of the environments where a large number of social contacts take place and that is why here lies the danger that some of those contacts are a source of aggressive behavior among students / peers. Because the school is attended by students with different characteristics and who come from different socio-cultural backgrounds, the school must strive to act educationally in all aspects of student development while taking into account its individual characteristics, which at the same time will prevent the development. of conflict situations.

The school as a systemic environment is one of the most influential elements in preventing the development of risky and aggressive behavior [10]. It is an institution from whose educational work largely depends on the direction in which the student will develop as a person, whether the school will encourage or prevent the occurrence

of aggression [10]. Therefore, quality educational work is considered the best prevention of all forms of inappropriate / maladapted behavior.

The quality educational work that is implemented in the school in itself plays a major role in preventing the violence between students / peers in the school, because the school has opportunities to act most thoroughly, systematically and most productively on children at the youngest age. By engaging students in activities and satisfying their interests and desires, the space for negative influence is reduced, and with the application of various pedagogical measures, corrective action is taken if negative behavior occurs [3]. At the same time, there are many factors in the school that can encourage violence in the school, which originate from the school environment, such as: unclear rules of behavior in school, inconsistency in the application of punishment, lack of sense of support and control over students. etc.

The existence of positive interpersonal communication between the student and the teacher is especially important [5]. The realized interpersonal relationships create a certain climate that affects the overall development of the student [10]. In the pedagogical literature there is a wide range of theoretical and empirical works on the existing and desired communication between the teacher and the student, as well as between the students themselves, emphasizing its great importance in achieving positive effects in the educational work and determining the direction. of student development. For the existence of positive interpersonal communication, the personality of the teacher is important, as well as his overall work and engagement in the school. For the realization of quality communication with the students during the teaching process, the empathy of the teacher is important, ie to be observed from the perspective of the student. In that way, openness and two-way communication can be achieved between the student and the teacher, which is reflected in the peer relations in communication. Namely, the teacher with his behavior is a model of desired communication, which can be an important basis for prosocial relationships. Within each subject, sufficient space is left for each teacher to act preventively on the students and thus to neglect the role, giving priority to the educational one [4].

Pedagogical prevention of unacceptable behavior

Protection of students from violence in educational institutions is a comprehensive and complex process in which all employees should be involved in school, students, parents, and the local community. Priority task of the educational institutions, as well as of all other institutions caring for children is creating conditions for safe growth, development and protection of children from violence [11].

The preventive educational action of children and youth with unacceptable behavior implies a long and complex process. Starting from the definition of prevention (lat. praeventio, praevensus, praevenire - overtaking events or occurrences, prevention, avoidance in advance), which means planned actions or activities with which we would like to warn or stop the unwanted occurrence, action or behavior of the individual, the problem of pedagogical prevention should be approached as a complex and systematic process [8].

More broadly, we consider unacceptable behavior to be behavior that deviates from the norms of normal behavior for a particular age, gender, situation, or environment. They can be directed at the child's inner world and create problems for

him / herself or they can create problems for the environment. In most cases this behavior is a combination of both elements. The reasons for unacceptable behavior are numerous, they interact with each other and are changeable over time - these are conditions or circumstances that exist in the family, in the social context in which the child lives or within the child himself.

There are numerous complex reasons for the occurrence of risky behavior, ie unacceptable behavior, which may be conditioned by developmental and sociological factors, but are usually a combination of both. According to Manzoni [1] all these behavioral changes can be noticed and diagnosed during breastfeeding, childhood or adolescence. It should be noted that children who persistently display unacceptable behavior are children in whom the usual rules of discipline (rewards and punishments) do not work. When their behavior is reprimanded, they often ignore the person giving them the reprimand, they may smile or say they apologize, but in a short time they repeat the same behavior [1].

Pedagogical prevention in recording the risky / unacceptable behavior or actions of the individual can be considered and presented through several basic steps: 1) *identification* of unacceptable behavior or reactions that may lead to such behavior; 2) search for possible *motives and reasons* for such behavior in the context of hereditary and environmental factors in child development; 3) determination of the *possible adequate ways of action* of the individual and possible timely interventions in the given social environment; 4) determining the potential *strengths, abilities, values* of the individual / child / student that can contribute to overcoming the problem in his behavior; 5) identification of possible *weaknesses and obstacles* for solving the evident problems (disorders); 6) monitoring the *outcomes* of the applied intervention programs; 7) monitoring the *behavior* of the individual after the preventive action. All the mentioned steps should be considered complementary and only in this way it is possible to act in a real way preventive in the situations when unacceptable behavior is registered in the child / student [8].

Prevention of violence at school means taking all necessary measures to prevent the occurrence of violence or to prevent its recurrence. School violence prevention programs can be divided into: primary, secondary and tertiary [8]. Jerkovic [4] believes that primary prevention aims to prevent violent behavior. Secondary prevention aims to prevent the further progression of problems leading to violence. Tertiary prevention aims to mitigate the consequences of violence between children. The various and numerous measures taken in the school against violence can be grouped according to the target groups to which they are targeted.

In the design and implementation of preventive measures and activities, it is important to start from the assessment of the risk factor and protection factor. From the study of the professional literature it can be concluded that the main goal of the preventive action should be to encourage positive development of the student and the adoption of prosocial patterns of behavior. Some believe that the most important prevention programs aimed at positive development of children are those that have empirical grounding and evidence of their positive action, and are realized by promoting positive relationships, strengthening resilience, developing competencies

(social, emotional, cognitive, moral) strengthening a positive identity, strengthening the belief in the future, developing care for recognizing positive behaviors [12].

The role of the pedagogue in the prevention of risky behavior in school

The employees in the school professional service are an important factor in the overall educational process. The overall operation of the school in all areas of its activity largely depends on them and their activity.

Besides the teachers, as a staff that is most directly and daily involved in the organization and realization of the educational work and works on creating a positive climate in the classroom in order for everyone to feel comfortable and accepted, and the professional service has its influence and field of action in terms of preventing the occurrence of unacceptable behavior among children and young people. Competent professional service know how children learn and develop and support all students. They know that every child can reach his or her maximum if given the opportunity. Undertake appropriate activities for the inclusion of all children in the educational process and for their adequate acceptance in the school context. They treat students equally and fairly, but also recognize their individual differences and take them into account in their work with them.

The work of the pedagogue, as one of the professional associates in the educational institutions and the school, implies a wide field of action, starting from the process of planning and preparation of teaching and extracurricular work, monitoring and evaluation of teachers' work, vocational and professional development of teaching staff, keeping pedagogical records and documentation, through cooperation and work with teachers, students and parents, individually or at the level of professional bodies and institutions in the school or outside it, to the advisory and pedagogical work [13].

This is normatively determined in the *Basic professional competencies and standards for professional associates* (2016) [9], especially in the area: work with students. It states that: the pedagogue primarily acts in the direction of creating an effective educational practice and developing appropriate techniques and methods to improve the learning process. Respecting the individual needs and characteristics of the students, the pedagogue advises, educates and helps them to improve the way of learning and behavior. He practices methods and means of educational work with students. Applies modern models of pedagogical guidance in different educational situations in the school. Realizes counseling and educational work with students to overcome the causes of problems in learning and behavior. Assists students in choosing leisure activities according to their interests.

Some of the mentioned areas of the pedagogue's work, ie some of the listed activities in certain areas are of great importance for achieving the role of the pedagogue in the prevention of risky behavior in children and youth, which is stated precisely in the area of work with students.

Bizjak-Igrec, Galić & Fejdetić [12] state that the immediate educational work refers to monitoring and working with students with learning and behavioral difficulties; offering counseling help to children / students who need help in various educational situations that most often refer to absences from classes, absenteeism from classes and school, long absences from classes, inappropriate and violent behavior,

learning assistance, etc. These behaviors actually fall into the area of risky behavior that most often occurs in schools.

Counseling is one of the daily activities of the pedagogue, and according to Resman [12] it is transformed on several levels: in direct work with students, parents and teachers; in cooperation with external institutions; in collecting pedagogical editions and documentation in order to evaluate the work of the school and improve the quality in decision-making for introducing changes in the content and quality of work of the school. The school pedagogue is considered to be the most widely profiled professional worker with the richest area of professional work because he participates in all phases of the educational process, from planning and programming to evaluating the results and in his work cooperates with all subjects of educational activity [12].

The author Pažin-Ilkovic [1] in his work "School programs to prevent and identify disability" states that the leaders of prevention programs in schools are usually pedagogues or other professional associates in the school, and in smaller cases it can be teachers from different professions.

It is necessary for the professional services in the schools and the class teachers, above all, to educate the children to be able to recognize the violence, especially the psychological violence, which includes insulting the student's personality, discrediting the student, sending threats, writing units as punishment for certain behavior of the student, manifestation of the teacher's arbitrariness towards the students, non-objectivity in the assessment, exclusion from the participation of those children in the classes, blackmail with a request to receive gifts from students, etc.

It is important to act educationally by establishing good communication with students to correct behavior, greater empathy and understanding, individual counseling work by the professional service, which with its methods, techniques and psychological interventions can significantly influence overcoming the conflict and improving of behavior. If in schools there are cases of children who have been exposed to bullying by school staff, in order to overcome the consequences, it is necessary to give them psychological support by the professional service, class teacher and other teachers in whom the student trusts. Children should be encouraged to report all forms of violence, including violence perpetrated by teachers. Schools must have no tolerance for violence.

Violence is known to produce new violence and it is a vicious circle. It is very important to work on improving the communication between the teaching staff, the students, but also the parents. It is important to work on building relationships of understanding and empathy for each other, not to be easily judged, not to label, insult, belittle, not to threaten. We are not always aware of all the reasons and circumstances that lead to a certain student behaving violently at school. It should always be an alarm that something is happening to the child who is manifesting violent behavior.

It is necessary to keep in mind that behind every inappropriate, aggressive, deviant behavior of young people there are certain reasons, which the environment may not know. Many children who are aggressive and violent, who manifest anger, rage, may face serious personal, family, existential problems, come from dysfunctional families, from families where there is already violence, are themselves victims of domestic violence, so then at school they empty the accumulated aggression

towards classmates and teachers and many other problems. That is why it is very important to recognize the signs of all types of violence, to timely involve the professional service that will work with the child-victim of violence, but also with the child-perpetrator and their families. Thus we will build a supportive, motivating and constructive environment that will positively influence the young generations to build into emotionally healthy and mentally stable people.

Conclusion

The school as a social institution whose main activity is the upbringing and education of children and youth is one of the key institutions that promotes prevention

The school as a system is firmly connected with the wider social system and it is not possible to act, prevent and intervene in the unacceptable behavior that is manifested in the school, while ignoring other social factors and processes.

The school is an important factor of upbringing which through the personality of the teacher (educator, teacher, professor) enriches and supports the family upbringing. A teacher who is happy and development-oriented radiates positive energy, spreads pedagogical and life optimism and thus can help others. At the same time, the teacher must know the different pedagogical orientations in order to be able to choose the one that is closest to his view of the world, man and upbringing. Educational action of the school does not mean accompanying positive educational action, but a meaningful part of daily action in order to socialize, acquire positive attitudes, general moral and democratic values. [7]. The atmosphere that exists in the classroom and the school is one of the preconditions for prevention of unacceptable behavior and violence among students. The school atmosphere must cultivate mutual respect, cooperative relations, must develop a sense of respect and esteem for others, develop and encourage self-confidence and self-esteem [4].

When it comes to prevention of risky behavior in children and young people, most often the emphasis is placed on professional workers as carriers of preventive activities [1]. The school pedagogue, as a member of the professional service, is considered the most widely profiled professional worker with the richest area of professional work because he participates in all phases of the educational process, from planning and programming to evaluation of results and in his work cooperates with all entities from educational activity. They are one of the most active participants in the lives of children and young people and above all the request and challenge is to organize an effective system of early recognition of symptoms and detection of risky behavior in children and young people.

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Despina, Sivevska, PhD, Associate professor
Jadranka, Runceva, PhD, Assistant professor
Faculty of educational sciences,
University Goce Delcev Stip, Macedonia
e-mail: despina.sivevska@ugd.edu.mk
e-mail: jadranka.runceva@ugd.edu.mk