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## MECHANISMS OF APPROACHES TO THE PROTECTION OF AT-RISK CHILDREN IN SECONDARY SCHOOLS

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**Abstract:** This article emphasizes the need for an algorithmic approach to integrating social work technologies into all forms of social, pedagogical and psychological support when working with children at risk, based on legal instruments to ensure reliable protection of future children.

**Keywords:** child, risk group, difficult life situation, social portrait, depression, withdrawal, emotional outburst, rating, assessment, diagnosis, counseling, social patronage.

### Introduction

Today's global development has a positive or negative impact on all areas. However, great attention should be paid to the positive development of children and young people, who are considered the future of tomorrow. For the purpose of social protection of children and youth, the Laws of the Republic of Uzbekistan "On guarantees of the rights of the child" of January 7, 2007<sup>1</sup>, ZRU-263 of September 29, 2010 "On the prevention of neglect and delinquency among minors"<sup>2</sup>, as well as legal instruments, such as the Resolution Of the President of the Republic of Uzbekistan dated April 22, 2019 No. PP-4296 "On additional measures to further strengthen the guarantees of the rights of the child."<sup>3</sup> These legal instruments provide reliable social protection for children in all areas. In particular, methodological work with children with a predisposition to the "risk group" is being intensified.

Social work with children belonging to "risk groups" should be integrated and

implemented in all forms of social, pedagogical and psychological support.

In the system of general pedagogical conditions that ensure the prevention of social and emotional problems of adolescents, an important role is played by the timely determination of the belonging of children and adolescents to the "risk group". The problem of effective diagnostics aimed at solving rather than identifying the presence of social and emotional problems remains relevant. This is a national model and technology of preventive work with minors, taking into account systemic norms. It is possible to develop an algorithm for individual support for children at risk in accordance with the law of the republic of Uzbekistan "On the prevention of neglect and delinquency among minors". dated september 29, 2010. № ЗРУ-263.<sup>4</sup>

### I. Early identification of children (families) who are at risk.

Main goals:

1.1. Finding a child (family) of a risk group in a difficult life situation (SGS); Determine the family of the child at risk;

<sup>1</sup> <https://www.lex.uz/acts/1297315>

<sup>2</sup> <https://lex.uz/acts/-1685726>

<sup>3</sup> <https://lex.uz/docs/4302023>

<sup>4</sup> 2010-yil 29-sentabrda O'RQ-263-sonli O'zbekiston Respublikasining Voyaga yetmaganlar o'rtasida

nazoratsizlik va huquqbuzarliklarning profilaktikasi to'g'risida" giga qonuniga asoson ishlab chiqilgan.

1.2. Informing the administrators of the malpractice prevention system about the family and the child in the SGS; inform the family system and the child about the family and the child in the internal affairs system to prevent neglect;

1.3. Keeping records, registration of families and children in SGS.

And also the interaction of the class teacher, teachers, service personnel (support center) with socially vulnerable students, i.e. those who are in unfavorable social conditions (family problems, learning difficulties, negative social factors of development), experiencing the consequences of migration, etc.) ensures the effectiveness of work in identifying and providing assistance to children.

These children and adolescents can face social and emotional problems if they are not provided with the necessary protection and support at levels 1 and 2. One of the most commonly used tools for identifying such adolescents today is the social class portrait created by a social worker (now a leader school youth) together with the class teacher.

After identifying students at risk, the class teacher and support staff should gather additional information about the characteristics of the student's social conditions that require special attention from teachers and support staff.

Collecting and analyzing data to identify social, emotional and other problems in students culminates in the development of an individualized support program. An approximate data collection scheme is as follows:

- Interview with teachers and class teacher;
- Interview with parents;
- study of developmental features;
- collection of information about the state of health in conjunction with the medical staff;
- studying information about the development of adolescents, analyzing educational tasks;
- studying the characteristics of the class (sociometric surveys, observations, interviews

with teachers and the class leader, analysis of the class support card);

- analysis of the social portrait of the class;

- questioning of parents (Questionnaire "Features of family education")

An important condition for effective work to identify children at risk is the timely appeal of the class teacher or teacher of natural sciences for professional support:

- \* the child has serious behavioral problems (refusal to comply with established norms and rules, aggressive behavior);

- \* the appearance of a child in a depressed state (isolation, "retreats", emotional "explosions", etc.);

- \* students miss classes and school days without good reason;

- \* use or abuse of alcohol and other drugs;

- \* family crisis situation;

- \* a sharp deterioration in health;

- \* in other cases, when the deterioration of social conditions threatens the emotional well-being of the child.

### **Ways to get the information you need:**

- \* Analysis of group logs
- \* Find out what teachers think about the student
- \* Analysis of class attendance records
- \* Analysis of account discipline violations
- \* Conversations with the student's parents
- \* Sociometric research
- \* Observations
- \* Interview with students
- \* Ask a psychologist for information
- \* Request information from your previous place of study

When collecting and processing family information, the following diagnostic methods are used:

Observation is a technique used to study the appearance of human behavior, with the help of which you can form an idea about it.

Conversation - in social diagnostics - is a method of obtaining and correcting information based on oral communication.

Questionnaire - oral and written (questionnaire). Questionnaire (Questionnaire)

- a method of collecting statistical material through a formalized examination of diagnoses.

Testing (test diagnostics) is a specialized method of diagnostic testing, with the help of which it is possible to obtain a quantitative and qualitative characteristic of the phenomenon under study.

Ranking - placing the collected data in a certain sequence, in descending or ascending order, determining the position of each parameter in this line.

Appraisal - In social work, appraisal activity is an activity aimed at determining the status of the subject of appraisal (eg, child, family). The diagnosis is established depending on the results of the examination.

Once the "risk group" is identified, the class teacher and support staff begin to gather additional information about the specific characteristics of the student's social conditions that require special attention from the teacher and support staff.<sup>5</sup>

## II. Diagnostic work

The identification of children with social and emotional problems occurs in the process of systematic mass diagnostics or as a result of receiving a signal about the problem from the child himself, the teacher, parents and other representatives of the immediate environment.<sup>6</sup>

Professional M.S.Polyansky identifies a number of requirements that are met by means of technical diagnostics:

1. Focus on identifying positive development factors and finding solutions to the problem.

2. Simplicity, availability, speed of work. In particular, first-level educators find invaluable methods that allow them to quickly and efficiently identify ways to solve a problem.

3. Diagnostic tools must ensure that the research process is safe from the point of view of the possibility of information disclosure and adherence to the principle of the best interests of the child.

Diagnostic work is carried out in the following areas:

- \* interviews with teachers and class teachers;

- \* conversation with parents;

- \* study of the features of development;

- \* study of information about the scientific activity of the child, analysis of educational tasks;

- \* study the characteristics of the class community (sociometric research, observation, interviews with teachers and class teachers, analysis of the class support map);

- \* collection of medical information together with the medical staff;

- \* analysis of the social portrait of the class;

- \* analysis of the social portrait of the class;

- \* questionnaire of parents (questionnaire "Features of family education").

## Research methods

- \* Social work diagnostic tools include sociological and psychological methods.

- \* Reports, references, tables, documents, student medical records and other documents

- \* Tracking method

- \* Questionnaire

- \* Interview

- \* Test

- \* Document analysis

## III. Individual preventive work.

Based on the analysis of the data obtained, the social worker, psychologist and class teacher jointly develop an individual support plan for a child at risk.

Main functions:

2.1 Social adaptation

2.2 Social rehabilitation

2.3 Measures to protect rights

2.4 Family support

2.5 organization of training, recreation, classes.

<sup>5</sup>

[https://arz.unn.ru/files/nauka/izdaniya/201912\\_prob.pdf](https://arz.unn.ru/files/nauka/izdaniya/201912_prob.pdf)

<sup>6</sup> Алгоритм организации индивидуального сопровождения воспитанников «группы риска»

Козловская Е.В., Лапина Т.Д., Печникова М.А. 2012 г. Фестиваль педагогических идей «Открытый урок».



The social risk group may include an individual child support program:

- \* includes the ability to relate adequately to oneself and other people, the ability to manage emotions, interaction between the teacher and the child, understanding and respect for the feelings of others, aimed at developing social and emotional competencies;

- \* organization of the child's free time (assistance in self-determination of free time, search for clubs, branches, etc.);

- \* help in overcoming educational difficulties;

- \* assistance in choosing the route of training and professional self-determination;

- \* family support (information support, counseling);

- \* organization and provision of free school meals;

- \* apply to the district and city social services for various material and social assistance;

- \* protection of the rights of the child, including protection from abuse by parents and close associates.<sup>7</sup>

**The following measures will be taken to help families and children of the “risk group”:**

1. The teaching method is a way to influence the minds, will, emotions and behavior of people in order to develop certain qualities. Teaching methods include persuasion, induction, motivation, and censorship.

2. The method of persuasion is used to form a person's readiness to actively participate in activities provided for by the content of education. This method allows people to develop universal human moral and ethical qualities.

3. Method of motivation - used to target a person to actions in accordance with his interests and needs.

4. The incentive method is an expression of a positive assessment of a person's work.

**Methods of social and psychological assistance:**

1. Consulting services

2. Education

3. Social patronage

4. Group and individual lessons.<sup>8</sup>

Helping a child in solving social and emotional problems is provided at different levels, the first of which is his immediate environment: parents, class teacher, classmates and teachers. The next level of support is organized in an educational institution with special support (psychological, medical and pedagogical counseling, support service in cooperation with teachers and class teachers).

However, in some cases, your child may need specialized out-of-school care. The teacher, who is in constant contact with various institutions that provide support and assistance to children and their parents, acts as an intermediary in such cases. The caregiver must remain in direct contact with the child's environment. In the work of helping students, all specialists of the center or comprehensive support service, first of all, interact with a social educator and an educational psychologist, teachers, representatives of the medical service and administration.<sup>9</sup>

In conclusion, it can be said that the strong protection of children, pupils in the risk group is based on the law. On the basis of legislation for the protection of children, adroptimal technologies for socialization, pedagogy, and psychology are adopted. Ultimately, the joint cooperation leads to a reduction in risk in their life activities.

<sup>7</sup> Грачева Н.В. педагог-психолог. «Выявление и сопровождение учащихся «группы риска». Материалы научной конференции Московского института аналитической психологии и психоанализа, 2012 г.

<sup>8</sup> Осипова Ю.М. Педагог-психолог

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<sup>9</sup> Алгоритм организации индивидуального сопровождения воспитанников «группы риска» Козловская Е.В., Лапина Т.Д., Печникова М.А. 2012 г. Фестиваль педагогических идей «Открытый урок».

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