

IRSTI 14.25.05

Original Article
10.51889/2960-1649.2025.64.3.015

MUKHTAROVA SHAKIRA^{*1}, MICHVOCÍKOVÁ VERONIKA², BAIMUKANOVA
MARZHANGUL¹, BARIKOVA ALYONA¹

¹Karagandy university of the name of academician E.A. Buketov (Karagandy, Kazakhstan)

²University of ss. Cyril and Methodius in Trnava (Trnava, Slovak Republic)

*Address of correspondence: Shakira Mukhtarova, Doctor of Pedagogical Sciences, Professor,
Department of Social Work and Social Pedagogy, Karagandy university of the name of academician
E.A. Buketov, 28 Universitetskaya Street, Karagandy, 100028, Republic of Kazakhstan,
ORCID ID: 0000-0002-1184-9240, E-mail address: shak.ira.53@mail.ru /Tel.:+77017534370

Model of Formation of Deviantological Competence of the Teacher

Abstract

Introduction. The study examines the problem of developing teachers' deviantological competence. The relevance of the problem is dictated by the current situation and is associated with the growth of deviant manifestations in the behavior of adolescents.

Methodology and Methods. On the basis of a system-activity and competence approach, a model of deviantological competence was developed and a diagnosis of the current level of development of the professional readiness of teachers to interact with children of deviant behavior was carried out. The research methods included analysis, synthesis, modeling, and a questionnaire survey. **Results.** The study identified the actual level of teachers' readiness to work with children with deviant behavior: most respondents demonstrated only general knowledge and understanding, while only a small proportion possessed specific professional knowledge and skills in this area. **Scientific Novelty.** The concept of «teachers' deviantological competence» is defined, its correlation with the concept of «teachers' professional readiness to interact with children with deviant behavior» is demonstrated, the components of the studied phenomenon are determined, and a structural model is presented. **Practical Significance.** The findings reveal the need for teachers' professional development to provide effective socio-pedagogical support to children with deviant behavior.

Keywords: deviantological competence, model, professional development, teacher, children, deviant behavior, professional readiness.

Introduction. The education of the younger generation is one of humanity's timeless and pressing concerns. The problem of deviance as a social phenomenon is not new. At different stages of the development of civilization, it was associated with the categories of «norm» and «deviations from the norm», which at all times were characterized by relativity in the semantics of concepts.

In today's society, there is a noticeable increase in negative forms of deviance among adolescents and youth, which raises serious concern among the educational community and parents. Manifestations of negative deviant behavior in children cause many conflicts in the field of interaction with society, both among their peers and between adolescents and adults. Especially unproductive interaction, conflicts,

aggression interfere with learning at school and create a number of different kinds of difficulties for teachers.

Common forms of deviant behavior include bullying, aggression, cruelty, gaming addiction, suicide, vandalism, drug and alcohol abuse, among others. According to media reports in Kazakhstan, in 2024-2025, 1,867 offenses were committed by minors. The Republic of Kazakhstan is taking measures to eradicate and prevent various forms of deviant behavior that negatively impact the upbringing of the younger generation. In this context, teachers - who interact with students on a daily basis - are uniquely positioned to identify psychological distress and deviant risks at an early stage. At the same time, teachers will be able to work with children

with deviations in behavior only if their deviantological competence is formed.

The study of the essence of deviance as a social phenomenon is based on an interdisciplinary approach. The methodology for studying the problems is knowledge of philosophy, sociology, law, psychology, pedagogy, substantiating general scientific categories, exploring the essence of the concept of «deviation», «deviant behavior». The study of the essence of deviance as a social phenomenon is based on an interdisciplinary approach. The methodology for examining this issue draws on knowledge from philosophy, sociology, law, psychology, and pedagogy, which substantiate general scientific categories and explore the essence of the concepts of «deviation» and «deviant behavior». This includes theories of upbringing, social adaptation and socialization of the individual, as well as socio-pedagogical theories that emphasize the socio-cultural conditioning and complexity involved in interpreting the factors and causes of deviant behavior among minors. These foundations are further supported by the legacy of humanistic psychology.

Modern studies in social psychology on interpersonal relationships and behavioral attitudes also contribute to this body of research. Conceptual frameworks for the prevention of deviant behavior in children and adolescents are presented in works by Zmanovskaya (2021), Komlev (2020), Kleiberg et al., (2022), Rean & Konovalov (2021), Il'yankova & Semakova (2021), among others. The theory of barriers in pedagogical activity, along with scholarly investigations into professional competencies, abilities, and qualities of teachers, as well as pedagogical difficulties and errors (Grigorovich et al., 2022), and others, also play a significant role in understanding this complex issue.

Theoretical and practical significance is represented by the work of modern researchers in the field of deviantology, revealing the problems of forming the competencies of specialists who carry out professional interaction with children of deviant behavior, in publications: Kazakhstani researchers – (Akazhanova, 2022, Baimukanova, Mukhtarova, 2025,

Baimukanova, Alimbaeva, Sabirova, 2020), foreign scientists (Ferris, Douglas, Keeping, Lian, 2009), (Salimi et al., 2021, Verseveld et al., 2021).

The problem of studying the interaction of teachers with children of deviant behavior in foreign theory and practice is urgent due to the fact that such forms of deviant behavior as aggression, violence, bullying, suicide, vandalism, various kinds of addictions find their common manifestation in the behavior of adolescents at school. Much attention in foreign psychological sources is paid to the problem of bullying research among adolescents and students (Zhang & Chen, 2023, Salimi, 2021) support for preschool children with difficulties in self-regulation (Clayback & Hemmeter, 2021), features of individual attributes, self-stereotypes and social projections in adolescents and youth (Seddig, 2020), aspects of the effect of physical exertion on deviant behavior among Chinese adolescents (Zhang & Qian, 2024), as well as studying the impact of family structure on adolescent deviant behavior, the intermediary role of parental control and school connections (Yang & Jiang, 2023), the relationship between parental conflict in the family and Internet gaming disorder in Chinese adolescents, as well as the mediation of this relationship by the adolescent's deviant attitude to peers and in teacher-student communication (Wang, 2023), the problem of anxiety and depression in African minors (Rossouw et al., 2024), (García, et al., 2023), norms and deviations from norms in conversations about sex between adolescents (Silva et al., 2020), and other research questions.

An interesting aspect of the study in the scientific sources of foreign authors is psychological and pedagogical research on the problem of interaction of teachers with children with deviant behavior. The study «Systematic Review and Meta-Analysis of the Effectiveness of Teacher Delivered Interventions for Externalizing Behaviors» (Aldabbagh et al., 2022) summarizes international evidence on practical teacher training aimed at working with aggressive and deviant students, and examines indicators of reduced conflict and aggression, increased empathy and prosociality

in children. Foreign publications explore the multidimensional problems of deviations and the search for ways to improve the interaction of teachers in working with children with deviant behavior. The features of the cognitive-behavioral approach are considered, high efficiency of feedback when integrating coaching programs as a strategy for increasing the behavioral competencies of teachers are considered in the article by (Reinke et al., 2018), social-emotional learning and deviant behavior (Billen et al., 2022), factors of violence against the teacher by students (Alves, 2025), ethical teacher orientations in the field of interaction (Michvocíková et al, 2023), integration of innovative methods in the interaction of teachers and children (Bulotsky-Shearer et al, 2025) and others. Thus, foreign experience of research in different countries on the problem of interaction of teachers with minors with negative deviations in behavior is of great interest to us.

The purpose of the study is to determine the structure of the teacher's deviantological competence and to diagnose the professional readiness of school teachers to interact with children of deviant behavior.

The hypothesis of the present study is that empirical research has made it possible to substantiate special competencies in the developed structural model of deviantological competence of a teacher in order to form his readiness to work with children with deviant behavior.

Materials and Methods. The research algorithm included three stages. At the first stage, the theoretical framework of the problem was developed: contradictions were identified, the research topic, its relevance, object, subject, aim, hypothesis, and objectives were formulated.

At the second stage, the interdisciplinary and competence-based approaches to the problem of children's deviant behavior and teachers' professional readiness to interact with them were analyzed. The correlation between the concepts of «teachers' professional readiness to interact with children with deviant behavior» and «teachers' deviantological competence» was considered. Based on the competence-

based approach, a structured model of teachers' deviantological competence was developed, and its components were defined.

At the third stage, the plan and implementation of the empirical study were carried out (selection of respondents, questionnaire survey as the main method, development of questions, data processing and analysis, assessment of reliability and effectiveness, and formulation of conclusions regarding scientific novelty and practical significance).

To achieve the research objectives, theoretical methods were used: analysis, synthesis, and modeling. The main empirical methods included surveys (questionnaires), ranking, and quantitative and qualitative processing of data using mathematical statistics. The empirical study focused on diagnosing teachers' professional readiness to address negative manifestations of children's deviant behavior as an outcome of teachers' deviantological competence.

The research problem was formulated as follows: «What is the level of teachers' professional readiness to work with children exhibiting deviant behavior?».

Teachers' readiness is considered an integral concept comprising pedagogical and psychological substructures. The pedagogical substructure includes theoretical readiness (teachers' knowledge about the phenomenon of deviance, its forms of manifestation, diagnostic and correction methods) and practical readiness (developed professional skills). To study the pedagogical component of teachers' readiness to interact with children with deviant behavior, an online survey was conducted using questionnaires.

Two original questionnaires under the general title «Teachers' Awareness» were used to diagnose teachers' knowledge and skills in working with children with deviant behavior.

The first questionnaire was aimed at assessing teachers' knowledge about children's deviance. It included closed questions to determine the level of theoretical knowledge in deviantology, as well as mixed-type questions designed to identify teachers' needs for various types of support (educational, psychological, methodological and so on).

The second questionnaire was aimed at assessing teachers' skills in interacting with children with deviant behavior. It made it possible to diagnose the level of development of the following competencies:

- analytical and prognostic skills;
- design skills;
- organizational skills;
- communication skills;
- reflective skills.

The study involved 498 teachers from five regions of Kazakhstan. The teaching experience of respondents ranged from 1 to 30 years. Among the participants, there were moderator teachers (44.3%), research teachers (32.2%), and expert teachers (23.5%). Diagnostics to identify the readiness of teachers to interact with children of deviant behavior was carried out in the first half of 2025 within the framework of the project «Psychological and pedagogical conditions for the formation of professional readiness of teachers to interact with children of deviant behavior».

Results. The essence of the competence approach in the professional field expresses the concept of «competence, which combines such concepts as «professionalism, «qualifications», «professional abilities», etc.

The analysis of the concepts of «professional competence of a teacher» allows us to dwell on the definition of the essence of the category under study as the unity of theoretical and practical readiness to carry out pedagogical activities (Vvedensky, 2003, p.51). The concept of competence includes not only cognitive and operationally - technological components, but also motivational, ethical, social and behavioral» (Nikitin, 2004, p.32-33). Thus, the concept of «competence» is considered as a result of the preparation (readiness) of a specialist for various types of professional activities. The formation of competence in the educational process puts forward not the awareness of the student, but the ability to solve problems in various fields (Seer, 2005, p.43). In this regard, there is a need to clarify the concept of «professional readiness of the teacher». The representative of this approach is considered the psychologist Donald Super, combined the scientific views of

psychological theories as part of his theory of development:

- people possess and are characterized by individual abilities, interests, personality traits;
- each person, according to his inclinations, abilities, is suitable for several professions, and one profession is suitable for a number of persons (Super, 1984, pp. 6-7).

In psychology, the content of the concept of «readiness» includes the moral and psychological aspects of the teacher, his mental and theoretical abilities, a complex of socio-political and psychological and pedagogical knowledge, as well as programmatic methodological skills and skills necessary for the teacher in his activities. (Rubinstein, 2000, p.512). Professional readiness to interact with children of deviant behavior represents the basis in the structure of deviantological competence of the teacher.

An analysis of the interpretation of the concept of «deviantological competence of the teacher» allows us to note that it has not yet received proper development and is in the stage of active scientific interest of researchers in this problem in the context of preparing teachers for the difficulties arising in modern reality in interacting with adolescents with deviant behavior. The term «deviantological competence» relatively recently appears in the works of scientists: psychologist (Kleiberg, 2020), dealing with the problem of juvenile deviantology, publications by (Grigorovich, Gorelov, Chudakov, 2022, Vyshinskaya, 2014), in which the studied definition is interpreted in the context of the professional activities of a teacher - a psychologist as a necessary component of his professional development as a specialist. The study of the concept of deviantological competence is reflected in modern research (Drozdova, Koshenova, 2022, Grosheva, 2014). The structure and content of the deviantological competence of an employee of the penitentiary system is considered by (Tarasova, 2020).

Based on the existing approaches to modeling the structure of professional competencies, the following components of the structure of deviantological competence of the teacher can be distinguished:

1. Cognitive component (knowledge of deviantology as an interdisciplinary field of science, knowledge about deviant behavior in children, age-related and individual characteristics of adolescents with deviant behavior, causes of deviant behavior in schoolchildren, and risk factors).

2. Motivational and value-based component (motivation and readiness to work with at-risk children, psychological and pedagogical support for children with deviant behavior, responsibility for their upbringing and development, readiness to work with adolescents exhibiting signs of deviant behavior, and orientation of children toward socially accepted values).

3. Activity component (knowledge of skills and skills of diagnosing deviant behavior, skills of effective interaction with students and their parents, constructive solution of problems related to deviations of minors, skills and skills

of implementing the prevention and correction of deviant behavior).

4. Evaluative and reflective component (self-assessment of work outcomes, self-analysis and reflection, adjustment of methods and search for more effective practices based on results achieved).

5. Personal component (communication and organizational skills, self-control, conflict resolution abilities, empathy, and emotional and stress resilience).

The system-activity approach allows us to reflect a structural model in which its components are interconnected and influence each other, representing the basis for the effective formation of the teacher's deviantological competence. A schematic structural model of the formation of a teacher's deviantological competence is presented in Figure 1.

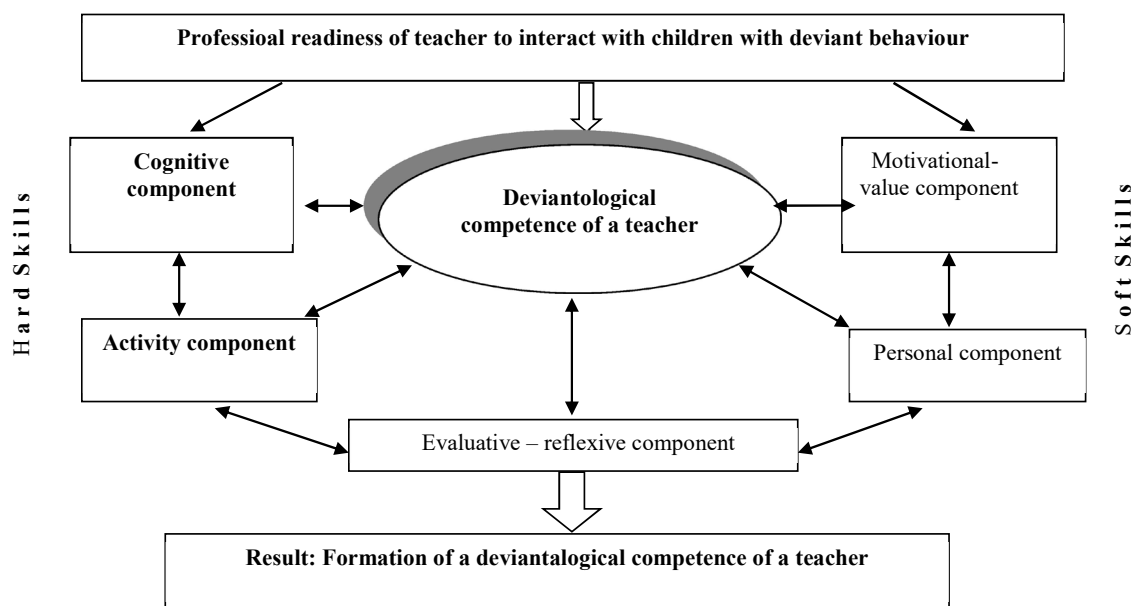


Figure 1: Structural Model of the Formation of Teachers' Deviantological Competence

Thus, the teacher's deviantological competence represents the professional and personal characteristics of the teacher, which determine his readiness to interact with children of deviant behavior, contributing to the solution of complex tasks in the field of preventing and correcting deviations in their behavior.

Empirical research was aimed at identifying the teachers' readiness for professional

interaction with negative manifestations of the teacher's deviant behavior of children and adolescents and competencies in the developed structural model of the teacher's deviantological competence.

During the assessment of teachers' knowledge of the features of interaction with children of deviant behavior, the following indicators were identified, presented in Figure 2.

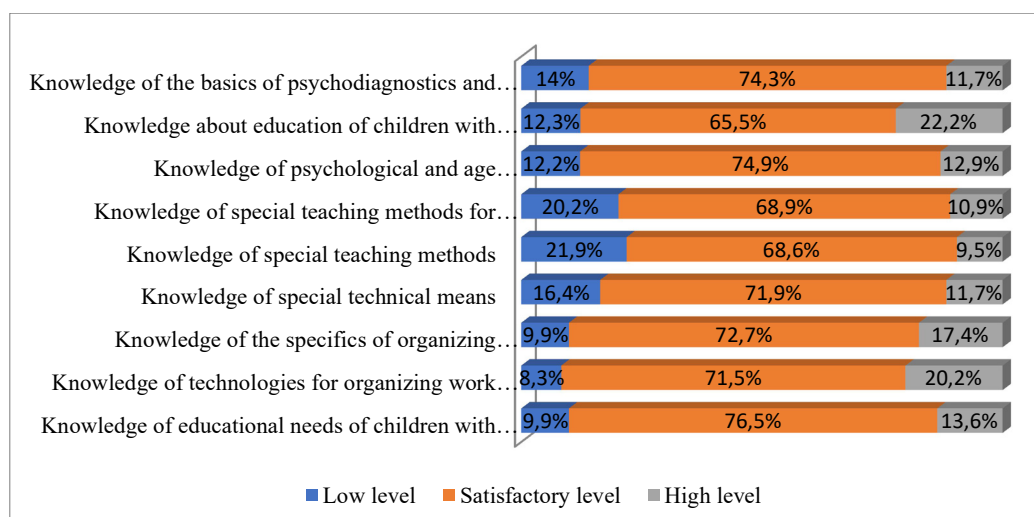


Figure 2: Indicators of the formation of teachers' knowledge about deviations and features of interaction with children of deviant behavior

In general, the assessment of teachers' knowledge in the field of interaction and work with children of deviant behavior made it possible to conclude that the majority of respondents have general ideas and knowledge in the field of work with deviant children, only a small part of teachers have specific subject

knowledge. Also, the pedagogical component of teachers' readiness to interact with children of deviant behavior includes an indicator of the formation of skills.

The survey revealed the following indicators of the formation of teachers' skills, presented in Figure 3.

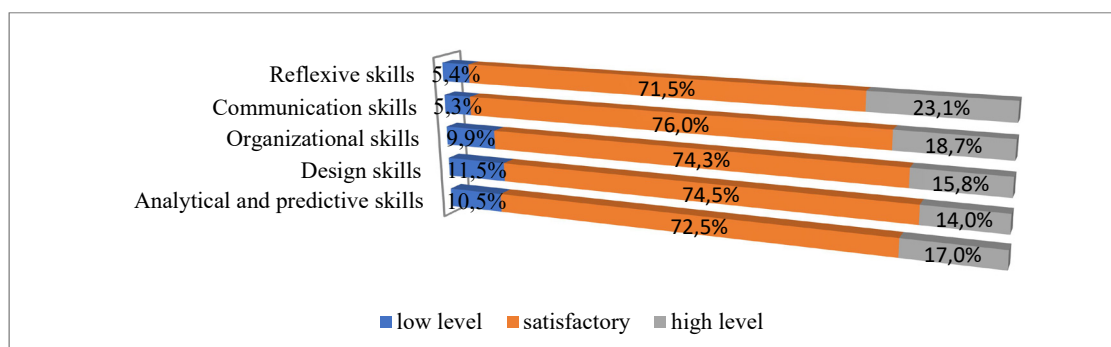


Figure 3: Indicators for assessing the level of professional skills of teachers

In general, the analysis of the survey results revealed a high need among teachers to obtain practical knowledge and form skills in communicative, prognostic, indicative, organizational work and the provision of effective and timely socio-pedagogical assistance to children and adolescents with deviant behavior. The present study revealed the level of actual development of teachers' readiness to interact with children of deviant behavior.

Discussion. In accordance with the structural components of a teacher's deviantological competence, we carried out an interpretation of the obtained results.

The study revealed that the cognitive component of deviantological competence among teachers is represented as follows: 76.4% of the surveyed teachers possess a satisfactory level of knowledge regarding the basics of psychodiagnostics and the main signs of deviant behavior in children; 13.6% of

teachers have a high level of knowledge in this area, while 9.9% lack the necessary knowledge in this field. 71.5% of teachers have a general understanding of what education for children with deviant behavior entails and how it differs from education for other categories of children. 20.2% of teachers have a clear understanding of the characteristics of the educational environment for this category of children, while 8.3% of teachers have no understanding of how the educational environment for children with deviant behavior differs from that for children without such behavior.

The majority of teachers 72.5% have a satisfactory level of knowledge about the psychological patterns and characteristics of age-related and personality development of children with deviant behavior. 17.4% of teachers demonstrate a high level of knowledge in this area, while 9.9% do not have knowledge in this domain.

71.9% of teachers possess a satisfactory level of knowledge about methods of psychological and didactic design; 16.4% demonstrate a low level of knowledge in this area, and 11.7% have a high level of knowledge on the subject.

68.6% of the surveyed teachers have a general understanding of specialized teaching methods for children with deviant behavior. 21.9% of teachers lack knowledge of specific methods that should be used when working with children with deviant behavior, while 9.5% have a clear understanding of the features and application methods of specialized techniques for this category of students.

A majority of teachers 68.9% have a satisfactory level of knowledge about special technical tools used when working with children with deviant behavior. 20.2% of teachers report a low level of knowledge in this area, and only 10.9% report a high level of knowledge. 74.9% of surveyed teachers have a satisfactory understanding of the peculiarities of organizing interactions among children; 12.9% have clear and specific ideas about the interaction process for this category, while 12.3% lack knowledge and understanding in this area.

65.5% of teachers have a general idea about the methods of working with parents of children

with deviant behavior. 22.2% have a clear and specific understanding of how to work with such parents, while 12.3% do not know or understand how to organize this work. A large portion of the surveyed teachers 74.3% have a satisfactory level of knowledge about the specific educational needs of various categories of children. 14% report a low level of knowledge in this area, and only 11.7% of teachers have a high level of knowledge about children with various types of deviant behavior. As part of the survey, teachers indicated that they need practical knowledge in the field of deviant behavior (44.3%), including medical and psychological knowledge (developmental psychology, family psychology, social psychology). Many would like to engage in experience-sharing (33.7%) and expressed a need for professional development in the areas of behavioral diagnostics and correction for children with deviant behavior (22%), as well as in working with families of such children.

The activity and motivational-value component is reflected in the framework of analytical and prognostic skills of the majority of teachers surveyed, namely 72.5%, in general, can analyze the behavior of children, but are difficult to assess specific manifestations, they use general knowledge of deviations to solve methodological problems, without going into specific features of deviation, they tend to analyze concrete situations, but do not always take into account the results of the analysis in the process of substantive interaction with deviant children, which can lead to conflicts, generally analyze the achieved results of children with deviations, are able to give a general forecast of the socio-psychological development of the child without taking into account the specific manifestations of deviations, which affects the effectiveness in the formation of a further educational route.

17% of teachers are able to analyze and evaluate the behavior of children with deviant characteristics, use subject-specific knowledge that takes the nature of deviance into account, and are able to analyze situations and apply this information to build safe and constructive interactions with this category of children. These teachers demonstrate a high level of

skill in forming educational routes based on the child's current level of development.

65.5% of teachers have a general idea about the methods of working with parents of children with deviant behavior. 22.2% have a clear and specific understanding of how to work with such parents, while 12.3% do not know or understand how to organize this work. A large portion of the surveyed teachers 74.3% have a satisfactory level of knowledge about the specific educational needs of various categories of children. 14% report a low level of knowledge in this area, and only 11.7% of teachers have a high level of knowledge about children with various types of deviant behavior. As part of the survey, teachers indicated that they need practical knowledge in the field of deviant behavior (44.3%), including medical and psychological knowledge (developmental psychology, family psychology, social psychology). Many would like to engage in experience-sharing (33.7%) and expressed a need for professional development in the areas of behavioral diagnostics and correction for children with deviant behavior (22%), as well as in working with families of such children.

The activity and motivational-value component is reflected in the framework of analytical and prognostic skills of the majority of teachers surveyed, namely 72.5%, in general, can analyze the behavior of children, but are difficult to assess specific manifestations, they use general knowledge of deviations to solve methodological problems, without going into specific features of deviation, they tend to analyze concrete situations, but do not always take into account the results of the analysis in the process of substantive interaction with deviant children, which can lead to conflicts, generally analyze the achieved results of children with deviations, are able to give a general forecast of the socio-psychological development of the child without taking into account the specific manifestations of deviations, which affects the effectiveness in the formation of a further educational route.

17% of teachers are able to analyze and evaluate the behavior of children with deviant characteristics, use subject-specific knowledge that takes the nature of deviance into account,

and are able to analyze situations and apply this information to build safe and constructive interactions with this category of children. These teachers demonstrate a high level of skill in forming educational routes based on the child's current level of development.

14% of teachers are capable of clearly planning and designing lessons, have specific criteria for evaluating learning outcomes, set concrete objectives, select appropriate conditions for their implementation, and use targeted methodological tools to work with children displaying deviant behavior. Among the surveyed teachers, 11.5% reported difficulties in organizing the learning process for this category of children. These teachers struggle with lesson design and evaluation and use a limited range of tools.

The manifestation of the personal component of deviantological competence is observed in most of the surveyed teachers within the framework of communication and organizational skills. So, for example, 74.3% of respondents are capable of managing children's behavior and activity in non-conflict situations where deviant manifestations are not prominent. They generally make quick decisions in non-standard situations, though these decisions are not always effective. They possess the ability to organize dialogic interaction but do so only within the child's role as a "student." They deliver instructions clearly and concisely but not always in language accessible to children with deviant behavior, as they tend to focus more on students without such deviations. They are capable of creating a corrective environment but use only a limited range of resources available in the educational space, which affects the effectiveness of their corrective efforts.

15.8% of teachers are able to manage the behavior and activity of this category of children in any situation. They are quick and effective in responding to non-standard scenarios, capable of building a dialogue with the child that takes into account both the child's and the teacher's possible roles and positions. These teachers deliver material in a clear, concise, and understandable manner for all categories of students, create an effective

corrective environment, and utilize all available educational resources- this minimizes risks in teaching and interaction with such children.

9.9% of the respondents are unable to manage the behavior and activity of children with deviant behavior and tend to overlook certain manifestations. They experience difficulties in establishing dialogic interaction and prefer to formalize communication in the form of a monologue, where the teacher remains the only active participant. They struggle to deliver assignments clearly and face significant difficulties in creating an effective corrective environment.

In terms of communicative skills, the majority of surveyed teachers (76%) tend to build interaction with children considering their age characteristics but without analyzing the specifics of deviant behavior. They rely on a fixed, templated set of tools for interaction and experience difficulties in assessing changes in children's psychological states at different stages of communication. These teachers are, however, generally able to plan and implement interactions with parents and other participants in the educational process.

24% of teachers demonstrate high levels of communicative competence. These teachers build interaction based on analysis of both the developmental and psychological features of children, while also accounting for the specifics of deviant behavior. They use a wide array of tools to personalize the learning process. Such teachers are skilled at accurately perceiving and interpreting children's signals, allowing them to recognize changes in behavior and emotional states based on external signs. They emphasize effective communication not only with children but also with parents and other stakeholders in the educational environment.

Another 5.3% of teachers show low levels of communicative competence. They are not inclined to use an individualized approach in communication with children, have difficulty recognizing changes in children's behavior, and rely on a limited set of tools for organizing interaction. These teachers are also less likely to involve parents or other participants in the educational process during communication. The types of support that teachers report needing are graphically represented in Figure 4.

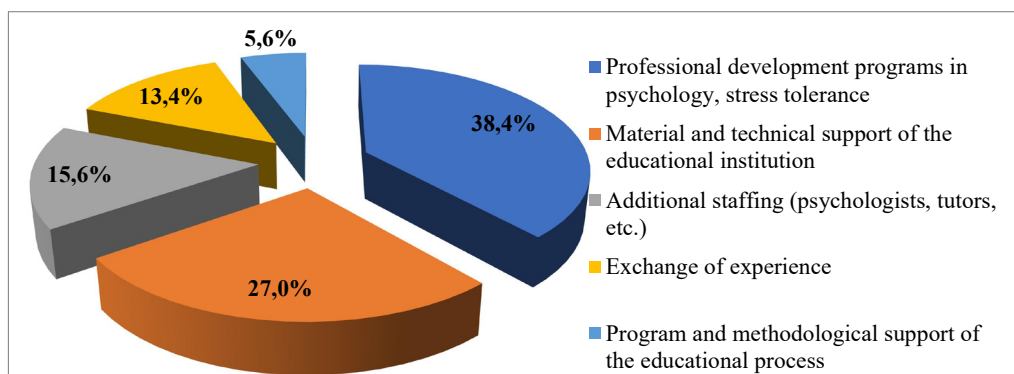


Figure 4: Priority Types of Support for Implementing an Inclusive Approach in the Education of Children with Deviant Behavior

Thus, all structural components of teachers' deviantological competence are interrelated in their professional activities, as shown in Figure 1. The results obtained in the course of the study have theoretical and practical significance for determining the structure of deviantological competence of the teacher and identifying the needs of teachers in educational and methodological support in the field of interaction

with children with deviant behavior. Overall, the analysis of the survey results revealed a high demand among teachers for acquiring practical knowledge and developing skills in communicative, prognostic, orientational, and organizational work, as well as in providing effective and timely socio-pedagogical support to children and adolescents with deviant behavior. The present study made it possible to

identify the current level of teachers' readiness for interaction with children exhibiting deviant behavior.

In the study, there were limitations in the fact that during the survey it is difficult to determine the level of influence of the methods of teaching specific subjects taught by the teacher at school on his interaction with children prone to deviant behavior, since the respondent teachers have different methods and subjects of study.

The problem of the development of deviantological competencies of the teacher in scientific sources is not disclosed at the proper level, as well as the concept of "deviantological competence", its structure. The prospects for the direction of this study are seen in the study of delinquent and autodestructive behavioral disorders, which represent the most dangerous types of deviant behavior of adolescents and youth for society and the personality itself.

The results of the study on identifying teachers' professional readiness to work with children with deviant behavior showed that teachers have already consciously strengthened their focus on knowledge and skills for working with at-risk students, as well as on developing strategies to address their problems within the school's pedagogical process. Many teachers also noted that due to lack of time and heavy workload related to teaching their subjects, it is not always possible to put into practice their aspiration to acquire knowledge in the field of deviantology through self-education. Teachers expressed a need for professional development courses, training, and coaching to enhance their knowledge and skills in deviantology, prevention of deviant behavior, and providing psychological and pedagogical support to students.

Deviantological competence is a component of a teacher's overall professional competence. In international literature, comprehensive studies of deviantological competence or professional readiness to work with students with deviant behavior are still absent, which limits the possibilities for comparative analysis. However, the use of equivalent categories such as teacher professional competence, professional development, 21st-century teacher

competencies, and classroom management highlights the relevance and importance of the issue.

The professional competence of teachers can be understood using two models. The first model shows that professional ability can increase curriculum resiliency, stimulate student ability, and improve teacher education methods. The second model focuses on developing teacher careers to meet student needs (Yue & Ji, 2020, p. 4). At the same time, the researchers emphasize that there is no sufficient discussion in the literature of what constitutes the professional development of teachers (Yue & Ji, 2021, p.5). Attitude development refers to the formation of teachers' attitudes in their work, while functional development refers to the transformation of their intelligence and motivation. In our opinion, these models correspond to the professional and personal component of deviantological competence.

Emmerova (2025) highlights the role of teachers, who are required not only to demonstrate professionalism but also to be prepared to work with at-risk groups of students displaying aggression, anxiety, addictive tendencies, and other issues. She argues that the prevention of socio-pathological phenomena becomes a key element of the pedagogical process. Behavioral deviations from socially accepted norms such as aggression, impulsivity, disobedience to adults, and communication difficulties with peers and teachers are often referred to in international sources as «destructive» or «externalizing behavior». We believe these concepts correspond to deviant behavior in essence, though with some distinctions. Aldabbagh et al., (2022), in their systematic review and meta-analysis, confirmed the effectiveness of teacher-led interventions for addressing children's externalizing behaviors. Their findings reinforce the importance of teacher interventions when working with such students.

The results of our study also revealed a strong need for educators to teach various forms and methods of interaction with students exhibiting deviant behavior, which is the next task of the pedagogical experiment. However,

unlike in-depth longitudinal studies, the aim of our empirical study was to identify the current level of professional readiness of teachers as the first step towards developing deviantological competence as an outcome of the study.

A review of the pedagogical literature on this issue notes a study of the professional readiness of future teachers to work with children showing aggressive behavior (Istrofilova, 2019). The theoretical model of professional competence of teachers as educators of children and adolescents with deviant behavior is considered (Grosheva, 2014). The concept of “deviantological competence of future educational psychologists” is used in Russian studies (Grigorovich, Gorelov and Chudakov, 2022, Drozdova and Koshenova, 2022, Vyshinskaya, 2014).

The difference between our study and earlier work is that they do not represent the model of competence under study. The difference between our study and earlier publications is that they do not represent a model of educator deviantological competence. There is a definition of deviantological competence from a psychological standpoint in the following interpretation.

Deviantological competence of a teacher is an integrative concept that presupposes the formation of an internal conceptual model of a teacher, free from professional destruction, with a high level of psychological, pedagogical and legal professional readiness, including a structured system of knowledge about deviant behavior, determined in an effort to ensure readiness for interaction, problem solving and constructive relationship with children predisposed to deviant behavior. (Vyshinskaya, 2014). This study has developed a structural model of deviantological competence, which is a contribution to the development of the studied competence necessary for the professional growth of teachers in the modern period.

But it should be noted that some aspects in the results obtained are similar to the experiment of Russian researchers (Drozdova, Koshenova, 2022), who conducted an aerobic study with active teachers and psychologists and reported that the results of social teachers

and psychologists are higher than those of subject teachers. The same fact was observed in the results obtained in the present study. Social educators and school psychologists surpassed subject teachers in professional knowledge and skills in the field of deviantology, prevention of deviant behavior of children and adolescents, since their educational program at the university included the study of educational disciplines, such as deviantology, psychology of deviant behavior, etc., which studied the socio-pedagogical and psychological problems of children and adolescents due to their professional orientation. At the same time, a different sample of the number of respondents (498 teachers in this study and 49 teachers from Russian researchers) significantly affects the results obtained.

The scientific novelty of this study is supported by the fact that the issue of developing teachers' deviantological competence has not been adequately addressed in existing research, nor has the model itself or its structural components been fully elaborated. The results of the empirical study revealed gaps in teachers' knowledge and skills, which will serve as a basis for the development of professional training programs, refresher courses, and educational-methodological support.

The limitations of the study relate to the difficulty of determining, within the survey, the extent to which teachers' subject-specific instructional methods affect their interaction with students at risk of deviant behavior, as the respondents represented diverse subjects and pedagogical approaches. Future research directions include the study of behavioral disorders of delinquent and self-destructive types, which represent the most dangerous forms of deviant behavior among adolescents and youth both for society and for the individual.

Conclusions. Deviant behavior in children and adolescents is a problem studied across many social sciences; however, pedagogy is primarily concerned with preventive measures and effective educational tools to combat manifestations of deviance. As the analysis of the deviant behavior of children and adolescents

shows, the causes of negative deviations are diverse: family dysfunction, aggression stemming from unhealthy dependence on gadgets and drugs, gamification, uncomfortable peer relationships, low or inflated self-esteem, and numerous other social and psychological influences. Reducing the growth of deviant behavior among schoolchildren and, more broadly, eradicating such tendencies in children and adolescents is possible through the efforts of educators who are engaged and sensitive to the challenges facing Kazakhstani society. The modern educational environment places significant demands on both the personal qualities and professional competencies of educators. Continuous professional development and the acquisition of new knowledge and skills across various domains have become essential. In this regard, one of the pressing issues in contemporary pedagogy is the development of teachers' deviantological competence. It is necessary to constantly improve and acquire new knowledge and skills in connection with new challenges of the time. Currently, one of the pressing problems of modern pedagogy is the deviantological competence of the teacher. To foster this competence, it is necessary to create opportunities for advanced training and professional retraining that take into account the needs and characteristics of today's educational landscape. The results of this study highlight the need to enhance teachers' deviantological competence across its key structural components: cognitive, motivational-value, activity-based, evaluative-reflective, and personal.

The development and implementation of an educational program for advanced training

of teachers "Professional interaction with children of deviant behavior: a competence approach" in the amount of 72 hours can help to eliminate gaps in the knowledge and skills of teachers about deviant behavior of children and adolescents. The purpose of this program is the formation of deviantological competencies of teachers necessary for the diagnosis, prevention and overcoming of negative deviant deviations in the behavior of children and adolescents, as well as the use of effective and innovative methods, impact strategies that contribute to the successful social socialization of schoolchildren. In this regard, the task of developing educational and methodological support for the process of interaction between teachers and children of deviant behavior becomes the next stage in the fundamental study of the project we are implementing, after which it will be possible to assess the effectiveness of the developed educational program aimed at increasing the levels of deviantological competence of school teachers. Solving such an important problem will undoubtedly contribute to increasing the competency of school teachers to interact with children who are prone to negative manifestations of deviant behavior, as well as creating favorable conditions for the development of children, a comfortable safe environment at school and, in general, moral improvement of society.

Gratitude. This research has been funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (IRN AP23489106 "Psychological and pedagogical conditions for the formation of professional readiness of school teachers to interact with children with deviant behavior").

References

- Akazhanova, A., & Korgambekova, Z. (2021). Psihologicheskie mery po predotvrasheniyu prestupnogo povedeniya [Psychological measures to prevent delinquent behavior]. Bulletin of Abai KazNPU. Series: Psychology, 67(2). <https://doi.org/10.51889/2021-2.1728-7847.08> [in Russian].
- Aldabbagh, R., Glazebrook, C., & Daley, D. (2022). Systematic review and meta-analysis of the effectiveness of teacher delivered interventions for externalizing behaviors. Journal of Behavioral Education, 33(2), 233-274. <https://doi.org/10.1007/s10864-022-09491-4>
- Alves, A. G., César, F. C. R., Barbosa, M. A., Oliveira, L. M. A. C., Rodrigues-Martín, D., & Silva, E. A. S. ... (2023). Tangency and multiple factors of violence against lecturer: Nuances of the experience in pedagogical practices in health education. Revista Brasileira de Enfermagem, 76(1). 1-9. <https://doi.org/10.1590/0034-7167-2021-0865>

Baimukanova, M. T., Alimbaeva, R. T., & Sabirova, R. Sh. (2020). Psychological peculiarities of the professional self-determination of social orphans in senior adolescence. *International Journal of Offender Therapy and Comparative Criminology*, 64(12), 1194-1209. <https://doi.org/10.1007/s11126-018-9612-5>

Baimukanova, M. T., Mukhtarova, Sh. M., Lukasik, J. M., Alimbayeva, R. T., & Ospanova, M. A. (2025). Prevention of deviations by means of forming social behavior of students. *Bulletin of the Karaganda University. Pedagogy Series*, 30(2), 126-139. <https://doi.org/10.31489/2025ped2>

Billen, E., Garofalo, C., Weller, J. A., Kirisci, L., Reynolds, M., & Tarter, R. E., ... (2022). Bidirectional associations between self-regulation and deviance from adolescence to adulthood. *Development and Psychopathology*, 34(1), 335-344. <https://doi.org/10.1017/S0954579420000656>

Bulotsky-Shearer, R. J., Ehrenreich-May, J., Morris, C. T., Mullins, C., Lerner, B. S., Howe, E., ... (2024). Making connections for children and teachers: Using classroom-based implementation supports for teaching Pyramid Model practices in Head Start programs. *Frontiers in Education*, 9, 1-19. <https://doi.org/10.3389/educ.2024.1488405>

Clayback, K. A., & Hemmeter, M. L. (2021). Exclusionary discipline practices in early childhood settings: A survey of child care directors. *Early Childhood Research Quarterly*, 54, 129-136. <https://doi.org/10.1016/j.ecresq.2020.11.002>

Drozdova, A. V., & Koshenova, M. I. (2022). Problema deviantologicheskoy kompetentnosti pedagogov i psihologov obshchego obrazovaniya [The problem of deviantological competence of teachers and psychologists of general education]. *Smalta*, (4), 53-69. <https://doi.org/10.15293/2312-1580.2204.06> [in Russian].

Emmerova, I., Jablonski T., Stark Y., (2025). Current state of violent behaviour of primary and secondary school students in the Slovak Republic. *Review pedagogoscope*. 40(2):100-113. DOI:10.55707/ds-po.v40i2.175

Ferris, D. L., Douglas, J. B., Keeping, L., & Lian, H. (2009). Does self-esteem relate to deviant behavior? The role of contingencies of self-worth. *Journal of Applied Psychology*, 94(5), 1345-1353. <https://doi.org/10.1037/a0016115>

García, J. L., Heckman, J. J., & Ronda, V. (2023). The lasting effects of early-childhood education on promoting the skills and social mobility of disadvantaged African Americans and their children. *Journal of Political Economy*, 131(4), 1477-1506. <https://doi.org/10.1086/722936>

Grigorovich, L. A., Gorelov, A. A., & Chudakov, A. Yu. (2022). Deviantologicheskaya kompetentnost' budushchih pedagogov i psihologov [Deviantological competence of future teachers and psychologists]. *Rossiyskiy deviantologicheskij zhurnal - Russian Deviantological Journal*, 2(1), 63-76. <https://doi.org/10.35750/2713-0622-2022-1-63-76> [in Russian].

Grosheva, R. N. (2014). Model' professional'noi kompetentnosti pedagoga kak vospitatelia detei i podrostkov s deviantnym povedeniem [A model of professional competence of a teacher as an educator of children and adolescents with deviant behavior]. *Modern Problems of Science and Education*, (2). Retrieved from <https://science-education.ru/ru/article/view?id=12834> [in Russian].

Il'yankova, E. I., & Semakova, A. I. (2021). Optimizatsiya psikhologicheskogo blagopoluchiya nesovershennoletnikh s delinkventnym povedeniem [Optimization of psychological well-being of minors with delinquent behavior]. *Rossiyskiy deviantologicheskij zhurnal - Russian Deviantological Journal*, 1(1), 84-98. <https://doi.org/10.35750/2713-0622-2021-1-84-98> [in Russian].

Istrofilova, O. (2019). Development of professional readiness of teachers to work with children exhibiting aggressive behavior. *SHS Web of Conferences*. 69,00053 <https://doi.org/10.1051/shsconf/20196900053>

Kleiberg, Yu. A., Omrali, Zh. O., Ilyasova, B. K., & Rakimbaev, E. N. (2022). Yuvenologiya: Psihologiya socialnoj aktivnosti molodezhi [Psychology of social activity of youth]. *Almaty: Adal Kitap*, 229 p. [in Russian/Kazakh].

Komlev, Yu. Yu. (2020). Cifrovizatsiya, setevizatsiya obshchestva postmoderna i razvitie cifrovoi kriminologii i deviantologii [Digitalization, networking of postmodern society and the development of digital criminology and deviantology]. *Bulletin of the Kazan Law Institute of the Ministry of Internal Affairs of Russia*, 39(1), 31-40. <https://doi.org/10.24420/KUI.2020.39.1.004> [in Russian].

Michvocíková, V., Sirotová, M., Rubacha, K., & Książek, E. (2023). Teachers in the private and public spheres: Ethical orientations in educational interactions. *Journal of Education Culture and Society*, 14(1), 76-84. <https://doi.org/10.15503/jecs2023.1.76.84>

Nikitin, I. G. (2004). Kompetentnostnyi podkhod: obosnovanie i puti realizatsii [Competence-based approach: justification and ways of implementation]. *Obrazovanie - Education*, (3), 32-35 [in Russian].

Rean, A. A., & Konovalov, I. A. (2021). Otsenka pedagogami podrostkovoi agressivnosti: sotsial'no-perceptivnye aspekty i gotovnost' k vmeshatel'stvu [Teachers' assessment of adolescent aggressiveness: Socio-

perceptual aspects and readiness to intervene]. *Rossiiskij deviantologicheskij zhurnal - Russian Deviantological Journal*, 1(2), 276–295. <https://doi.org/10.35750/2713-0622-2021-2-276-295> [in Russian].

Reinke, W. M., Stormont, M., Herman, K. C., & Dong, N. (2020). The Incredible Years Teacher Classroom Management Program: Effects for students receiving special education services. *Remedial and Special Education*, 42(1), 58–70. <https://doi.org/10.1177/0741932520937442>

Rossouw, L., Watt, K., Leslie, L., Davidson, L., & Desmond, Ch. (2024). The social determinants of adolescent anxiety and depression in peri-urban South Africa. *PLOS Mental Health*, 1(6). <https://doi.org/10.1371/journal.pmen.0000173>

Rubinshtein, S. L. (2000). *Osnovy obshchei psikhologii* [Fundamentals of general psychology]. St. Petersburg: Piter, 720 p. [in Russian].

Salimi, N., Karimi-Shahanjari, A., Rezapur-Shahkolai, F., Hamzeh, B., Roshanaei, G., & Babamiri, M. (2021). Use of a mixed-methods approach to evaluate the implementation of violence and bullying prevention programs in schools. *Education and Urban Society*, 53(6), 607–628. <https://doi.org/10.1177/0013124520972090>

Seddig, D. (2020). Individual attitudes toward deviant behavior and perceived attitudes of friends: Self-stereotyping and social projection in adolescence and emerging adulthood. *Journal of Youth and Adolescence*, 49(3), 664–677. <https://doi.org/10.1007/s10964-019-01123-x>

Silva, R. N. A., Raat, H., Reitz, E., Plat, M., Deković, M., & Van De Bongardt, D., et al. (2020). Longitudinal associations between sexual communication with friends and sexual behaviors through perceived sexual peer norms. *The Journal of Sex Research*, 57(9), 1156–1165. <https://doi.org/10.1080/00224499.2019.1707465>

Super, D. E. (1984). Career patterns as a basis for vocational counseling. *Journal of Counseling Psychology*, 31(1), 12–20. <https://doi.org/10.1037/0022-0167.31.1.12>

Tarasova, S. A. (2020). Struktura i sodержanie deviantologicheskoi kompetentnosti sotrudnika ugolovno-ispolnitel'noi sistemy [Structure and content of the deviantological competence of employees of the penal system]. *Vestnik Samarskogo yuridicheskogo institute. Seriya Psihologiya - Bulletin of the Samara Law Institute. Psychological Sciences*, (4), 107–112. DOI: 10.37523/SUI.2020.40.4.017 [in Russian].

Verseveld, M. D., Fekkes, M., Fekking, R. G., & Oostdam, R. J., et al. (2021). Teachers' experiences with difficult bullying situations in the school: An explorative study. *Journal of Behavioral Education*, 33(2), 233–274. <https://doi.org/10.1007/s10864-022-09491-4>

Vvedenskii, V. N. (2003). Modelirovanie professional'noi kompetentnosti pedagoga [Modeling the professional competence of a teacher]. *Pedagogika*, (10), 51–55 [in Russian].

Vyshiskaya, A. V. (2014). Deviantologicheskaya kompetentnost kak komponent professional'noi sostavlyayushej lichnosti pedagoga [Deviantological competence as a component of the professional component of the teacher's personality]. *Psihologicheskoe prosveshchenie - Psychological education*, 4, 15–19 [in Russian].

Wang, P., Gan, X., Li, H., & Jin, X. (2023). Parental marital conflict and internet gaming disorder among Chinese adolescents: The multiple mediating roles of deviant peer affiliation and teacher-student relationship. *PLOS ONE*, 18(1), <https://doi.org/10.1371/journal.pone.0280302>

Yang, Y., & Jiang, J. (2023). Influence of family structure on adolescent deviant behavior and depression: The mediation roles of parental monitoring and school connectedness. *Public Health*, 217, 1–6. <https://doi.org/10.1016/j.puhe.2023.01.013>

Yue, X. & Ji, R. (2020). Teacher Professional Competencies in Education for Sustainable Development. *Sustainable Organizations - Models, Applications, and New Perspectives*. Edited by José C. Sánchez-García and Briseida Hernández-Sánchez. E-book. DOI: 10.5772/intechopen.94991

Zeer, E. F. (2004). Modernizatsiya sovremennogo obrazovaniya: kompetentnostnyi podkhod [Modernization of contemporary education: Competence-based approach]. *Obrazovanie i nauka - Education and science*, № 3 (27) [in Russian].

Zhang, Y., & Chen, J.-K. (2023). Emotional intelligence and school bullying victimization in children and youth students: A meta-analysis. *International Journal of Environmental Research and Public Health*, 20(6), 4746. <https://doi.org/10.3390/ijerph20064746>

Zhang, B. G., & Qian, X. F. (2024). Path of physical exercise's impact on deviant behavior among Chinese adolescents. *Psychology Research and Behavior Management*, 17, 1561–1571. <https://doi.org/10.2147/PRBM.S452606>

Zmanovskaya, E. V. (2021). Sovremennaya rossiiskaya deviantologiya: istoriya, metodologiya, sotsial'nye vyzovy i aktual'nye tendentsii [Modern Russian deviantology: History, methodology, social challenges and current trends]. *Rossiiskij deviantologicheskij zhurnal - Russian Deviantological Journal*, 1(1), 12–23. <https://doi.org/10.35750/2713-0622-2021-1-12-23> [in Russian].

Information about authors:

Mukhtarova Shakira, Doctor of Pedagogical Sciences, Professor, Karagandy university of the name of academician E.A. Buketov, Kazakhstan, ORCID ID: 0000-0002-1184-9240, email: shak.ira.53@mail.ru

Michvociková Veronika, PhD, Head of the Department of Pedagogy, University of ss. Cyril and Methodius in Trnava, Slovak Republic, ORCID ID: 0000-0003-4199-7225, email: veronika.michvocikova@ucm.sk

Baimukanova Marzhangul, Candidate of Pedagogical Sciences, Associate Professor, Karagandy university of the name of academician E.A. Buketov, Kazakhstan, ORCID ID: 0000-0001-5010-4770, email: marber@mail.ru

Barikova Alyona, Master of Psychological Sciences, Karagandy university of the name of academician E.A. Buketov, Kazakhstan, ORCID ID: 0000-0002-5362-5560, email: alena.luh@mail.ru