PEDAGOGICAL DIRECTIONS OF INTER-SUBJECT COOPERATION IN YOUTH DELINQUENCY PREVENTION

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Abstract. *The article analyzes the pedagogical directions and specific features of inter-subject cooperation among prevention entities (educational institutions, internal affairs bodies, and neighborhood community institutions—mahalla) in preventing and mitigating offenses among youth and minors. The study substantiates the scientific and practical significance of early pedagogical diagnostics, socio-pedagogical rehabilitation, and overcoming emotional deprivation instead of relying on punitive and administrative measures. Furthermore, digital and targeted models of interagency integration, alongside the academic experiences of scholars from Germany and CIS countries, are systematized from a pedagogical perspective.*

Keywords: *prevention, inter-subject cooperation, pedagogical diagnostics, deviant behavior, deprivation, case management, resocialization, socio-pedagogical mediation.*

In modern society, the rapid growth of information flows and the transformation of the social environment lead to the increasing complexity of destructive and deviant behaviors among youth. Factors such as moral deadaptation, information attacks, and virtual addiction occurring during early and adolescent stages of personality development demand a transition from traditional administrative-punitive prevention methods to a comprehensive socio-pedagogical approach.

The directions of cooperation in youth delinquency prevention and their socio-pedagogical characteristics primarily rely on collaborative ties between prevention entities and the socio-educational environment. The most effective way to prevent destructive behavior is not punishment or procedural coercion, but rather conducting pedagogical diagnostics of undesirable moral indicators at early stages, as well as activating mechanisms of socio-pedagogical rehabilitation and re-education[1]. From this perspective, the objective of the article is to analyze the pedagogical-diagnostic directions of cooperation among prevention entities in preventing offenses among youth and minors, and to systematize the methodological foundations revealing their

[1] **Farrington D.P., Baldry A.S.** Individual risk factors for school bullying and victimization // Attenti al bullismo. – Roma: Unicopli, 2012. – P. 19-35.

specific features. Research demonstrates that general, superficial, and formal preventive measures show low efficiency in curbing deviant and delinquent behaviors among youth. Early educational and rehabilitative prevention yields significantly higher pedagogical-diagnostic and economic effectiveness compared to future repressive-punitive mechanisms[2].

The institutional structure of preventive cooperation encompasses the following priority directions that complement one another in content and purpose:

1. Socio-educational and pedagogical cooperation: Forming legal and moral immunity among youth, and fostering an attitude of legal intolerance in society through interactive and digital promotion tools.

2. Early detection of destructive factors and pedagogical monitoring: Promptly studying the socio-pedagogical environment of the family by the *mahalla* and inspector-psychologist upon noticing a student's moral-psychological deadaptation in educational institutions, and defining targeted pedagogical-preventive measures.

3. Information-analytical cooperation and forecasting: Information exchange between entities moves away from dry formal reporting to establishing a digital analytical database on youth at high criminogenic risk and their micro-social environment[3].

4. Socio-economic and employment integration: Teaching vocational skills to temporarily unemployed (NEET) youth and organizing their leisure time meaningfully through the integration of administrative and public structures (Youth Affairs Agency, Ministry of Employment, *mahalla*) with internal affairs bodies.

5. Socio-pedagogical rehabilitation and re-education: Involving adolescents of special categories (pedagogically vulnerable, experiencing deprivation, and pedagogically neglected) in patriotic clubs and socially useful activities.

2. Specific Pedagogical Features of Cooperative Activity

The specific features of inter-subject cooperation in youth prevention manifest in its targeted (individual) nature, dynamism, and multi-stage complex character. The level of psychophysical development and formation, social status, and moral adaptation level of each age group (minors: 14–18 years old; youth: 18–30 years old) differ fundamentally from one another.

In modern conditions, this feature has become even more complex due to the transformation of the information space. Pedagogical observations show that the main part of offenses among youth is shifting to cyberspace (online bookmaking, cyber conflicts, radical networks). This requires specialized cyber-pedagogical and

[2] Welsh B.C., Pfeffer R.D. Reclaiming crime prevention in an age of punishment: An appraisal of the developmental approach // Justice Quarterly. – 2013. – Vol. 30 (2). – P. 292.
[3] **Coldren J.R., Hedderman C.** Strategic police partnerships and information-led prevention models // Crime & Delinquency. – 2017. – Vol. 63 (4). – P. 421

psychological knowledge from prevention entities. Household and spiritual deformation in the family, as well as the "pedagogical and household distance" resulting from parents' labor migration, cause emotional deprivation in adolescents. The disruption of the moral and ethical environment in the family and emotional alienation provoke destructive and aggressive behavioral reactions in adolescents, which are the source of moral deadaptation and the pedagogical crisis of the personality[4].

The pedagogical analysis of international experience shows that in Germany's preventive pedagogy, when working with youth at-risk, overcoming the trainee's alienation from the social environment through pedagogical dialogue and mediation is prioritized over administrative-punitive measures[5]. Furthermore, in the pedagogical sociology of CIS countries, digital-pedagogical cooperation models of schools and law enforcement agencies are evaluated as effective in the resocialization of deviant and cyber-victimized adolescents[6].

In the views of national researchers, it is substantiated that the educational opportunities of the integration of the *mahalla* and educational institutions based on national values have high potential in the resocialization of youth experiencing family and social deprivation[7].

3. Step-by-Step Pedagogical Algorithm for Organizing Preventive Cooperation

From a practical pedagogical perspective, based on the concepts of case management and inter-subject integration, the following 4-step pedagogical algorithm of cooperative activity is proposed:

Early diagnosis: The stage of automatically analyzing psychological and moral indicators around the school and timely detecting pedagogical neglect.

Rehabilitation map: The stage of individually distributing responsibilities and powers among the educational institution, the internal affairs inspector-psychologist, and the mahalla's "youth leader."

Pedagogical correction: The stage of abandoning punitive measures and returning the adolescent experiencing deprivation to targeted clubs, public activities, and a healthy environment based on the "master-apprentice" tradition. Re-diagnosis: The stage of qualitatively evaluating the result not by quantitative indicators, but by the level of moral and legal immunity (resocialization) formed in the adolescent.

[4] Coldren J.R., Hedderman C. Strategic police partnerships and information-led prevention models // Crime & Delinquency. – 2017. – Vol. 63 (4). – P. 430.
[5] Rauschenbach T. Sozialpädagogik und Jugendhilfe: Strukturwandel und Zukunftsperspective der Prävention. – Weinheim: Beltz Juventa, 2016. – S. 146.
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[7] Куролов А.Қ. Ёшлар ахлоқий девиацияси ва унинг ижтимоий-педагогик профилактикаси: Монография. – Тошкент: Fan va texnologiya, 2019. – Б. 116.

In this regard, when evaluating the effectiveness of interagency cooperation, it is also necessary to move away from quantitative indicators (the number of held events or administrative protocols) to qualitative indicators (social-psychological adaptation, the level of legal culture, and resocialization)[8].

Successful implementation of delinquency prevention among youth and minors allows putting forward the following pedagogical conclusions:

1. Targeted and step-by-step approach: Preventive cooperation should not be limited to mere mass events, but must rely on an individual socio-pedagogical rehabilitation map that takes into account the personal and family deprivation level of each adolescent in the at-risk group.

2. Digital-integration environment: It is necessary to establish a system for early prediction of destructive factors (cyber-victimization, cyber-radicalization) by digitalizing interagency information-analytical cooperation and creating a unified database.

3. Pedagogical mediation and resocialization: In preventing offenses, it is necessary to make extensive use of "socio-pedagogical mediation," "master-apprentice" traditions, and the spiritual-educational potential of the *mahalla* institution rather than coercive and punitive mechanisms.

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