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Legal competence of a social educator in the prevention of adolescent victim behavior

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Abstract. The article examines the basics of the professional activity of the legal competence of a social teacher in the Prevention of victim behavior of adolescents. The purpose of the study is to reveal the legal competence and professional foundations of social educators in the adaptation of adolescents to life through the study of victim behavior and its relationship to criminal activities. The article comments on the concepts of "victimhood", "victimhood", "victim behavior", "legal competence", and shows their socio-pedagogical significance. In the course of the study, he draws attention to the fact that the effectiveness of the work carried out with them in the prevention and correction of victim behavior of adolescents depends on the professional competence of a social teacher. The importance of the legal competence of social teachers in the formation of cultural values and legal literacy in adolescents on the basis of theoretically analyzed judgments of the essence and content of the Prevention of victim behavior of schoolchildren is emphasized. The theoretical and methodological basis of the study was the structure of the process of social adaptation of the victim behavior of adolescents through a diagram. Factors affecting the tendency of adolescents to victimization in their behavior-orphanhood, domestic violence, alcoholism of parents, bullying, lack of a comfortable and safe educational environment, involvement in criminal groups, and the negative function of the information environment, were considered. The article discusses the theoretical-methodological and scientific-practical foundations of the phenomenon of victim behavior of adolescents leading to victims of socially dangerous situations and the problem of its prevention. As a result of this article, the professional activity of a social teacher shows the importance of effective organization of measures to prevent the victim behavior of adolescents in an educational institution.

Keywords: adolescence, victimization behavior, victimization, social pedagogue, legal competence, victimization process, favorable environment.

Introduction

Today, the relevance of the problem of victimization among adolescents demonstrates the need to organize work to prevent this phenomenon at the intersection of social, psychological, pedagogical, and legal sciences. The concept of victimization (victimization) is generally considered a deviation from safe behavioral norms. In this regard, the relevance of our topic is developing due to a number of circumstances. For example, first of all, the social and practical importance of the issues of humanizing society is clarified by solving the tasks of forming a healthy, active, creative, and socially adapted individual, as well as the requirements for organizing devictimization work in social pedagogical victimology and increasing the legal literacy of adolescents.

One of the factors that increases the risk of victimization of a teenager in the transitional age in the educational process is their victimization behavior, which is often determined by individual psychological (risk-taking, anxiety, unstable self-esteem, radicalism, suspicion) and psychophysiological (sexual differentiation) characteristics. The adverse conditions prevailing in society are changing the normal forms of students' social adaptation processes, creating difficulties in mastering life relationships. The rapid development of digital technology is also increasing the online vulnerability of children. According to the results of a study conducted by the Ministry of Education in 2023 to determine the safety of school-age children on the Internet, 11.7% were exposed to sexual images, 2.4% received offers of sexual activity, and 1.8% were victims of online victimization (UNICEF, 2024).

The fact that adolescents become victims of socially negative situations leads to the development of victimized behavior, characterized by issues such as social shyness, low behavioral self-regulation, and a high level of conformity. These conditions contribute to emotional isolation in adolescents, increasing their vulnerability to danger and the risk of becoming victims of violence. From a gender perspective, girls are twice as likely to exhibit victim behavior and become victims of cyberbullying. In 2023, an action plan for 2024-2025 was adopted in Kazakhstan, aimed at protecting human rights within the framework of the law. Here, the legal competence of a social educator at the state level is directed toward creating a favorable environment for children, helping them to become conscious, educated, and comprehensively developed individuals. Victim behavior is a complex phenomenon that negatively affects the psychological and social development of adolescents and undermines their safety in society. In this regard, the consequences of domestic violence have a detrimental effect on the physical and mental health of adolescents, leading to emotional instability, social isolation, and a decrease in self-esteem, thus becoming a complex social issue. As a result of aggressive actions by family members, adolescents gradually move from nervous anxiety to a state of emotional indifference, feeling resentment toward their parents and, in some cases, even developing feelings of hatred. Under such circumstances, emotional disorders occur, leading to conflicts and contradictions between parents and children, and in certain cases, to severe consequences when adolescents resist or seek revenge against their parents. N.K. Asanova, analyzing the issues of violence against children, identifies systematic socio-psychological factors that generate victim behavior in child development, including parental characteristics, their socio-economic conditions, and cultural environment (Asanova, 1997).

A person's susceptibility to victimization depends on social, economic, psychological, and cultural factors. Prevention of the victimization process during adolescent socialization, as well as carrying out corrective work with victimized children, depends on the professional legal competence of a social educator. The legal qualifications of social educators allow them to effectively organize these processes, protect children from violence, and help them adapt to society. Victimization is the process and result of a person becoming a victim of adverse social conditions. Victimology, the science that studies the victimized person in society, emerged from criminology in the second half of the 20th century through the integration of sociology, psychology, pedagogy, and physiology. Mudrik characterized social victimology as a person's adaptation to the social environment, and measures to prevent and correct the process of violence and victimization (Mudrik and Petrina, 2016).

Victim behavior describes the position of an individual or group as a victim. The reasons for victim behavior in adolescents are various: family violence, social pressure, psychological problems, and the negative impact of information technologies. The tendency of adolescents toward such behavior can make them targets of abusers. Therefore, solving this problem requires social educators to possess a high level of professional legal competence, integrating psychology, physiology, and legal knowledge. In the research of Korotun, socio-pedagogical legal protection is considered a system of state social measures aimed at preventing and overcoming crises in a child's life. These include legislative acts and the creation of specialized social, educational, medical-social, and other institutions. Additionally, they involve creating favorable conditions for children's development, upbringing, creativity, leisure, and choosing life paths in educational institutions (Korotun, 2015).

In the research of pedagogy scholars M.P. Asylbekova, K.K. Shalgynbayeva, and G.K. Sholpankulova, the importance of preventing bullying and cyberbullying among children and adolescents in general education schools of Atyrau region, as well as identifying their socio-psychological characteristics, is emphasized. The process of victimization among children poses a particular threat as a socio-pedagogical phenomenon in modern society, since the consequences of bullying negatively affect the personal development of students (Asylbekova, Shalgynbayeva, and Sholpankulova, 2023).

Victim behavior among adolescents is a sociological and psychological phenomenon that hinders their adaptation to the social environment and may lead to delinquency. In the works of Professor E.O. Alaukhanov, victim behavior is classified into three groups: neutral, positive, and negative. In the case of neutral behavior, the adolescent becomes a passive object of a criminal incident, while positive behavior is characterized by the use of precautionary measures and readiness to resist criminal danger. Negative behavior, on the other hand, involves actions or inactions by the adolescent that create favorable conditions for the offender.

From this perspective, the legal competence of the social pedagogue is of particular importance in the prevention of victim situations among adolescents, including legal education, the development of safe behavior skills, and teaching students to act competently from a legal standpoint. Taking into account the types of victim behavior allows the social pedagogue to plan specific preventive measures and to protect students from dangerous situations (Alaukhanov, 2008).

A social educator is a specialist who monitors, regulates, guides and cares for the social and psychological development of adolescents. Their duties include protecting students' rights,

providing social assistance, and organizing a safe, favorable environment in the educational process. The legal competence of a social educator includes knowledge of legislation, legal norms, and the ability to protect adolescents' rights. This competence is essential for preventing victimization, as social educators can legally protect children's rights, teach them legal literacy, and, if necessary, engage law enforcement.

Social educators with specialized knowledge and skills contribute to preventing child victimization in adolescents. They monitor and analyze the situation in educational institutions, identify potential risks and vulnerable groups. The value of the social educator's work lies in creating a safe environment conducive to adolescent development and social adaptation (Landrum and Kauffman, 2013).

Legal competence is an important tool in the work of a social educator. They develop programs to prevent adolescent victimization (e.g., bullying, cyberbullying) and collaborate with legal and public services that protect children's rights. This cooperation enables comprehensive measures to protect adolescents from violence and a dangerous environment. Research shows that effective collaboration between social workers and law enforcement significantly increases adolescent safety. Programs that teach adolescents self-defense and risk-recognition skills can reduce victimization risks (Lösel and Bliesener, 2021).

Scientist Kristin Neff analyzes the methodology of self-compassion theory and suggests methods for overcoming distressing thoughts and emotions through productive self-regulation in victimization scenarios (Neff, 2023).

Teijón-Alcalá and colleagues proposed the concept of internal individuality in adolescents exhibiting victim behavior, prioritizing certain behavioral contexts. Estévez found that victimization can provoke aggressive behaviors in adolescents, such as hatred, verbal aggression, and resistance, leading to offenses. Therefore, the legal competencies of future social educators are essential (Teijón-Alcalá and Birkbeck, 2019).

Victimization is a person's tendency to become a victim of certain negative and dangerous situations. The school and classmates' social environment have a great influence on the development of a teenager's personality. In some cases, it is observed that a teenager returns from the educational and educational environment in a depressed state that causes disagreement or anxiety, is not able to correctly assess himself and those around him, and is unable to protect himself. In such cases, the issue of forming the personal qualities of adolescents that determine their tolerance to many negative influences of society, ensuring the success of their reduction and neutralization, is put forward. And in particular, the general decline in the level of education of schoolchildren requires a rethinking of the issue of education in terms of forming the activity and tolerance of adolescents prone to victimization in the context of a new paradigm of education and in the changed conditions of society.

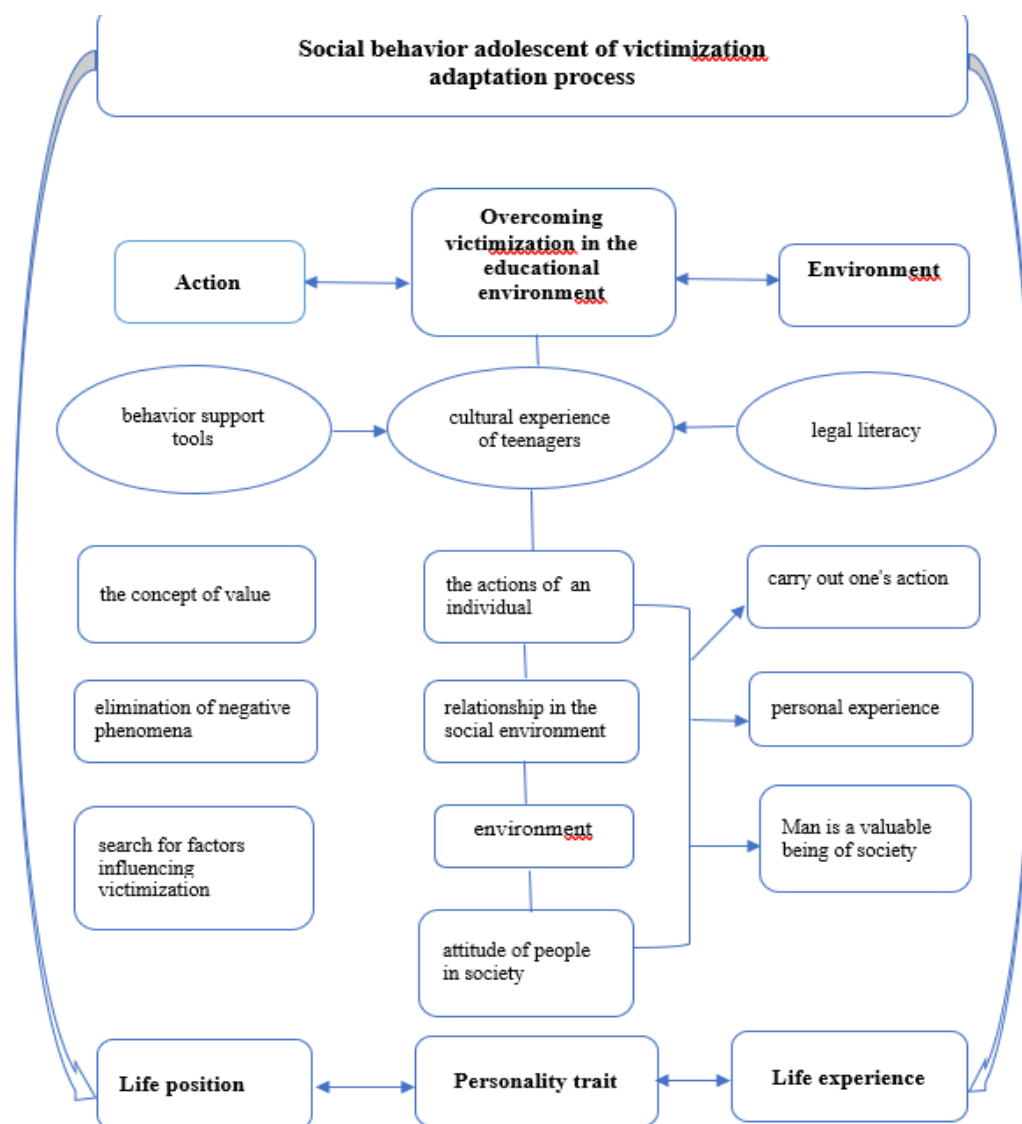


Figure 1. The process of social adaptation of victim behavior in adolescents.

Thus, the value of the professional legal competence of a social educator in improving the ability to show patience and tolerance in various stressful situations, as a result of comprehensive analysis and comparison of the direction and consequences of the teenager's sustainable development, correct attitude, and positive actions in the process of adaptation to the environment increases. So, we show the direction of the process of social adaptation of the teenager's victim behavior in Figure 1 below (Estévez, Jiménez, Moreno, and Musitu, 2013).

As we can see from this picture, in describing the process of social adaptation of victim behavior of adolescents, the directions of eliminating the tendency to victimization in the educational and upbringing environment are, first of all, the understanding of values, the elimination of negative phenomena, the search for factors affecting victimization, based on certain actions and the consistency of the environment, cultural experience, legal literacy; the military nature of the individual, his relationship in the social environment, the attitude of people; the implementation

of optimal self-action, the recognition of a person as a valuable being of society, teaches to effectively regulate his life position and experience, personal character. Thus, in accordance with the object of the study, the theoretical and methodological foundations of the study have been identified, scientific and practical recommendations have been made, and its effectiveness has been evaluated by organizing practical experimental work.

In our study, it should be noted that considering the possibilities of adolescents who are victims of unfavorable socialization situations to get out of the situation or get rid of it is becoming a pressing issue right now. After all, it is well known that recently, in large cities, adolescents have become victims of violence through contact with their gadgets, which has resulted in suicides and suicide attempts. 165 Kazakhstani children committed suicide in 2023, and 378 adolescents attempted suicide. And in September 2024 alone, 10 suicides occurred, 7 of which were in Almaty, girls aged 12-13, 16-17, teenagers, students, and cadets (Kozhakhmetova, Khamidullina, Azhetova, Orozbaev, Bilyalova, Telmanova, and Igissin, N., 2023).

Here, the “triple alliance” of “student-teacher-parent” is not affected, and they are victims of violence and isolation through fear and anxiety. In this case, limiting life activities is understood as a complete or partial loss of a person’s ability or ability to provide self-service, orientation, communication, control their behavior, as well as study and engage in labor activities. It is at this age that a teenager has not yet learned to correctly assess himself and those around him, so his actions can sometimes be perceived as offensive to others. At this age, a child who has not yet learned to distinguish between the meaning and content of “kindness” among adolescents, has a narrow range of application in his actions, may not encounter it at all, however, in situations where he has not yet learned to solve his problems on his own like an adult, he is influenced by the unformed life experience and skills to make optimal decisions, analyze each incident, analyze it and draw conclusions.

Methods

In our research, we employed the specially developed Freiburg Personality Inventory (FPI) in order to identify the professional-pedagogical qualities that determine the legal competence of the social pedagogue. The personality inventory was created for applied research, taking into account the experience of constructing and using well-known questionnaires such as the 16PF, MMPI, and others. The scales of the questionnaire were formed on the basis of factor analysis results and reflect a set of interrelated factors. The inventory is designed to diagnose states and personality traits that are highly significant for social adaptation and behavioral regulation.

The FPI questionnaire consists of 12 scales: legal literacy, skills for preventing offenses, ability to provide legal counseling, resolving disciplinary situations on a legal basis, working with legal documents, responsibility and exactingness, legal reflection, cooperation and mediation skills, adherence to the principle of justice, activity in protecting the rights of minors, emotional stability and legal ethics, gender equality and prevention of discrimination. The total number of questions in the questionnaire is 114. The first question is not included in any scale, as it was constructed for control purposes. Scales I–IX are considered basic, while scales X–XII are integrative.

The survey during the research was conducted among social pedagogues from various educational institutions (schools, colleges, universities). The total number of respondents was

56. When selecting participants, the type of educational institution and work experience in the field of social pedagogy were taken into account. In addition, the varying levels of professional experience of the participants allowed the study to cover a wide range of social pedagogues' practices and to analyze diverse methods and perspectives.

Based on the responses obtained from the survey, several important conclusions were drawn regarding the prevention of victim behavior among adolescents and the enhancement of the social pedagogue's legal competence.

The aim of the study is to identify the key qualities that shape legal competence in the professional-pedagogical activity of the social pedagogue. Legal literacy, professional responsibility, legal reflection, and mediation abilities are the main indicators of a social pedagogue's effectiveness in protecting students' rights, preventing offenses, and fostering legal culture within the educational environment.

Research into the legal competence of social pedagogues enables the improvement of their professional development and enhances the quality of their work in educational institutions. The FPI data can serve as a basis for identifying strengths and weaknesses, as well as for planning professional training and advanced qualification programs. Thus, an objective assessment of the level of legal competence contributes to the social pedagogue's ability to make effective decisions in interactions with students and to improve their legal skills.

The research findings directly impact the socio-pedagogical practice of the social pedagogue, as the development of legal competence helps to strengthen legal culture in schools, protect students' rights, and resolve disciplinary issues on a fair basis. Furthermore, a high level of legal literacy and mediation abilities enhances the professional authority of the pedagogue, reinforces trust within the educational process, and contributes to the formation of a culture of adherence to legal norms.

The legal competence of the social pedagogue also enables the anticipation and effective management of conflict situations within the teaching and educational process. Legal literacy, adherence to ethical principles, and mediation skills help the pedagogue to establish fairness and trust among students, which in turn contributes to the creation of a safe and supportive educational atmosphere. Thus, the importance of developing legal competence is manifested not only in legal aspects but also in the professional ethics of the pedagogue and in the quality of social interaction within the school.

Discussion and Results

Table 1. Descriptive statistics from the modified Freiburg Personality Inventory adapted to the legal competence of a social pedagogue

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
1. Legal literacy	56	7	9	8.09	0.68
2. Skills for preventing legal violations	56	7	9	8.05	0.47
3. Ability to provide legal advice	56	5	9	7.68	0.89

4. Resolving disciplinary situations on a legal basis	56	6	9	8.05	0.57
5. Working with documents	56	5	7	6.05	0.40
6. Responsibility and demandingness	56	6	9	8.38	0.71
7. Legal reflection	56	7	9	8.04	0.55
8. Cooperation and mediation skills	56	6	9	8.05	0.67
9. Adherence to the principle of fairness	56	3	8	6.63	1.13
10. Active protection of minors' rights	56	4	8	5.80	0.93
11. Emotional stability and legal ethics	56	6	9	7.89	0.75
12. Gender equality and prevention of discrimination	56	4	9	7.55	1.04
"N valid (by list)"	56				

Based on the obtained results, it is possible to map the constituent factors of the social pedagogue's legal competence onto the corresponding scales and propose the degree of their practical application by specialists.

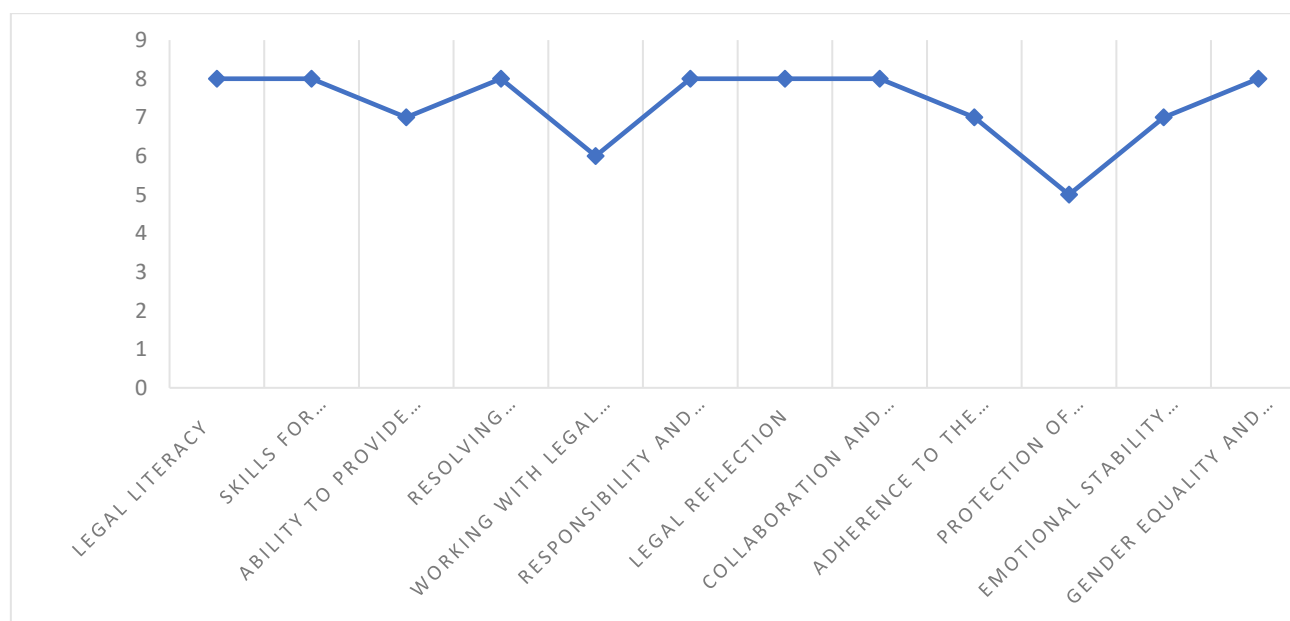


Figure 2. Line graph of legal competence indicators

According to the procedure for processing the results obtained from the Freiburg Personality Inventory (FPI), scores in the range of 1-3 points are considered low, 4-6 points as average, and 7-9 points as high. Based on the results of our study, we provide an interpretation of the levels obtained for each scale:

I. Legal literacy scale – 8 points (high level).

The social pedagogue has strong legal knowledge, is well-versed in legislation, and can apply it effectively in professional practice. A high level of legal literacy enables the specialist to

provide accurate and lawful solutions in protecting the rights of minors and in advising parents and teachers.

II. Skills in preventing legal violations – 8 points (high level).

The social pedagogue is able to systematically implement preventive measures aimed at reducing legal violations among students. In organizing educational work, they employ preventive methods and are capable of fostering students' legal culture.

III. Legal counseling ability – 7 points (high level).

This indicator shows that the pedagogue can provide professional advice on legal issues. They assist parents, students, and colleagues by offering legal guidance and helping resolve emerging issues.

IV. "Resolving disciplinary situations on a legal basis" scale – 8 points (high level).

The social pedagogue can resolve disciplinary situations at school within a legal framework. Each case is analyzed based on the law, while prioritizing the protection of students' interests.

V. Working with documentation scale – 6 points (average level).

The social pedagogue possesses some experience in working with documents; however, professional paperwork management requires improvement. Greater consistency and accuracy in preparing official documents are recommended.

VI. Responsibility and exactingness scale – 8 points (high level).

The pedagogue treats their duties responsibly, meets professional requirements, and consistently adheres to legal norms.

VII. Legal reflection scale – 8 points (high level).

The social pedagogue is able to evaluate their professional activities from a legal perspective, strives to prevent legal violations, and ensures the correctness of legal decisions in their work.

VIII. Cooperation and mediation skills scale – 8 points (high level).

The pedagogue is inclined to resolve disputes through mediation methods, can establish agreements between parties, and improve relationships between students and parents.

IX. Adherence to the principle of justice scale – 7 points (average level).

The social pedagogue consistently upholds fairness and objectivity. They avoid bias in decision-making and ensure equal protection of the rights of all parties.

X. Activity in protecting the rights of minors scale – 5 points (low level).

This result indicates insufficient practical engagement of the pedagogue in protecting minors' rights. Greater cooperation with law enforcement agencies and non-governmental organizations is needed in this area.

XI. Emotional stability and legal ethics scale – 7 points (high level).

The social pedagogue demonstrates emotional stability in their work and observes legal ethics. In communication with students and parents, they remain calm, balanced, and act in accordance with professional standards.

XII. Gender equality and prevention of discrimination scale – 7 points (high level).

The social pedagogue ensures equal rights for men and women and prevents discrimination. They contribute to promoting gender fairness in the educational environment.

Conclusion

Based on these results, it is recommended to systematically introduce legal education into school programs. The FPI findings show that while social pedagogues' legal competence is generally well-developed across various domains, their level of practical activity in protecting minors' rights remains low (5 points). This indicates a lack of sufficient educational components aimed at fostering legal culture and legal awareness.

The results of the FPI suggest that although social pedagogues' legal competence is high in most aspects, their activity in protecting the rights of minors is low (5 points). To address this gap, it is recommended to integrate a specialized legal education course into the school curriculum. This course should aim to develop students' legal culture and legal consciousness and include the following components:

1. Legal literacy and basic laws: Constitution, international and national laws on children's rights, and internal school legal norms.
2. Legal counseling and mediation skills: Providing advice to students, parents, and colleagues on legal issues, and resolving conflicts through mediation.
3. Methods of preventing legal violations: Interactive lessons, legal case studies, and role-playing activities designed to enhance students' legal awareness.
4. Protection of minors' rights: Mechanisms for protecting children's rights, and cooperation between social pedagogues and law enforcement agencies.
5. Ethical and gender-related aspects: Observance of legal ethics, adherence to the principle of justice, promotion of gender equality, and prevention of discrimination.

The program content should be based on the experience of social pedagogues and presented as methodological materials adapted through analytical data. Such a course will contribute to the development of legal culture in schools, increase students' legal literacy, and strengthen social pedagogues' professional legal competence.

Contribution of the authors

Murzagulova M.D. – selection of the research topic, development of the theoretical framework, writing the introduction and conclusion sections.

Suleimenova L.A. – development of the research methodology, conducting surveys or interviews, and data collection.

Baibekova M.M. – analysis of the collected data, preparation of charts and tables, writing the results section.

Kyrgyzkhan G.A. – analysis of the collected data, preparation of charts and tables, writing the results section.

Sydykova Z.E. – editing the article text, making grammatical and stylistic corrections, and preparing the article for publication.

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Жеткіншектердің виктимдік мінез-құлқының алдын алуда әлеуметтік педагогтың құқықтық құзыреттілігі

Аңдатпа. Мақалада жеткіншектердің виктимдік мінез-құлқының алдын алуда әлеуметтік педагогтың құқықтық құзыреттілігінің кәсіби қызметі негіздері зерттелген. Зерттеудің мақсаты

– виктимдік мінез-құлық пен оның қылмыстық әрекеттерге байланысын зерттеу арқылы жасөспірімдердің өмірге бейімделуінде әлеуметтік педагогтардың құқықтық құзыреттілігі мен кәсіби негіздерін ашу. Мақалада "виктимділік", "жәбірленушілік", "виктимдік мінез-құлық", "құқықтық құзыреттілік" ұғымдарына түсініктеме беріліп, олардың әлеуметтік-педагогикалық мәні көрсетілген. Зерттеу барысында жеткіншектердің виктимдік мінез-құлқының алдын алу мен түзетуде олармен жүргізілетін жұмыстардың тиімділігі әлеуметтік педагогтың кәсіби құзыреттілігіне байланыстылығына назар аударады. Мектеп оқушыларының виктимдік мінез-құлқының алдын алу мәні мен мазмұнын теориялық тұрғыдан талданған пайымдаулар негізінде жеткіншектерде мәдени құндылықтар мен құқықтық сауаттылықты қалыптастыру барысындағы әлеуметтік педагогтардың құқықтық құзыреттілігі маңыздылығын көрсетеді. Зерттеудің теориялық-әдіснамалық негізі жеткіншектердің виктимдік мінез-құлқының әлеуметтік бейімделу үдерісінің құрылымы сызба арқылы бейнеленді. Жасөспірімдердің мінез-құлқындағы виктимділікке бейімділігіне әсер ететін факторлар – жетімдік, отбасындағы зорлық-зомбылық, ата-аналардың маскүнемдігі, қорқыту, жайлы және қауіпсіз білім беру ортасының болмауы, қылмыстық топтарға тартылуы, ақпараттық ортаның теріс функциясы қарастырылды. Мақалада әлеуметтік қауіпті жағдаяттар құрбанына жетелейтін жеткіншектердің виктимдік мінез-құлқының құбылысы мен оның алдын алу мәселесінің теориялық-әдіснамалық және ғылыми-практикалық негіздері қарастырылады. Бұл мақала нәтижесінде әлеуметтік педагогтың кәсіби қызметі білім беру мекемесінде жеткіншектердің виктимдік мінез-құлқының алдын алу шараларын тиімді ұйымдастырудың маңыздылығын көрсетеді.

Түйін сөздер: жеткіншек, виктимдік мінез-құлық, виктимділік, әлеуметтік педагог, құқықтық құзыреттілік, виктимизация процесі, қолайлы орта.

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Правовая компетентность социального педагога в профилактике виктимного поведения подростков

Аннотация. В статье изучены теоретико-методологические и научно-практические основы феномена виктимного поведения подростков, ведущих к жертвам социально опасных ситуаций и проблемы его профилактики. В данном направлении посредством обзора психолого-педагогической, философской литературы даны разъяснения понятий «виктимология», «виктимность», «виктимное поведение», «правовая компетентность». Российский ученый А.В. Мудрик: Среди подростков виктимизация наиболее часто встречалась, дифференцируя предложенные группы, взяв за основу виктимологию, рассмотрение в ее понимании жертв преступлений и путей и форм их предупреждения. Обобщены теоретически проанализированные суждения о сущности и содержании социальной поддержки виктимного поведения школьников, исследование послужило основой для определения на методологической основе проблемы направлений социально-педагогических явлений, учитывающих личностно-ориентированные подходы и правовую грамотность к регулированию своего характера и эффективности действий.

Названные теоретико-методологические основы исследования иллюстрированы схемой структуры процесса социальной адаптации виктимного поведения подростков. Для повышения правовой грамотности подростков и снижения процесса виктимизации в обществе важно, чтобы социальный педагог обладал глубоким знанием законодательной базы и умел ее применять. Поэтому обсуждается социальная адаптация социального педагога через организацию безопасной комфортной среды в учебно-воспитательных учреждениях для подростков на основе совершенствования направлений профессиональной деятельности и правовой компетентности. Данная статья подчеркивает важность профессиональной деятельности социального педагога, эффективной организации мероприятий по профилактике виктимного поведения подростков в образовательном учреждении.

Ключевые слова: подростковый возраст, виктимное поведение, виктимность, предрасположенность, социальный педагог, правовая компетентность, процесс виктимизации, благоприятная среда.

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