

MAIN DIRECTIONS OF THE WORK OF PHILOLOGY TEACHERS WITH PEDAGOGICALLY NEGLECTED ADOLESCENTS: THE DOMINANT COMPONENTS OF CONSTRUCTIVENESS

Kateryna M. Pylypiuk

Odessa I. I. Mechnikov National University, Odessa, Ukraine

Abstract: *The article describes the position of German scientists concerning the work of a philology teacher with pedagogically neglected adolescents, which is aimed to identify and then to overcome the pedagogical neglect of adolescents, to organize pro-social activities, to promote positive communication of adolescents in a targeted group on a humanistic basis, to provide an individual approach and to contribute its further implementation. Recommendations on working with pedagogically neglected adolescents were described. The article analyzes the experience and basic conditions of work with pedagogically neglected adolescents. The study used mainly theoretical and empirical methods: analysis, gathering facts and studying.*

Keywords: pedagogical neglect; pedagogical understanding; pro-social activities; socio-cultural environment; critical thinking.

The professional training of specialists in Germanic studies today cannot be limited only to their teaching to master foreign languages, since the modernization of the national higher education involves the formation of special qualities of multicultural language personality – competitive translators and mediators of cultures in the field of intercultural communication and foreign-language education¹. The state, the European community as well as employers who create new jobs in the local, regional, European and world markets of translation, education and intercultural services raise requirements for professional activities of specialists in Germanic studies in the new socio-cultural conditions.

The study of scientific sources indicates the extensive experience of the European Union in preparing students for work with pedagogically neglected adolescents. A special role in this process belongs to teachers of foreign languages, because they are able to influent the minds of children and encourage them to take an active understanding of spiritual values, norms and social adequate behavior, actions and activities, to analyze and express their critical assessment during the lessons of language and literature. German experience is especially important for Ukraine as Germany is marked through a long democratical tradition, aimed to form a citizens' personal independence in condition of maximum responsibility,

¹ W. Böttcher, P Bastian, V. Lenzmann, *Soziale Frühwarnsysteme: Evaluation des Modellprojekts in Nordrhein-Westfalen*, Reihe Soziale Praxis, Münster, 2008.

discipline and organization. In addition, German general education system is extensive and diversive, and, therefore, there is used a variety of tools in the work with pedagogically neglected adolescents². The analysis of scientific works³ makes it possible to summarize that the work with pedagogically neglected adolescents is multifunctional: this works possesses diagnostic nature, the design of methodical means of influencing the personality of a teenager, establishing contact with members of his family, etc.⁴

The diagnostics of students and working methods with pedagogically neglected adolescents

Consequently, the main directions of the work of a teacher-philologist with pedagogically neglected adolescents are diagnostic (it is

² K.N. Dementiev, O.V. Zashchirinskaya, O.V. Pristav, "Special and inclusive education systems for disabled children: Health technology application potential", in *Teoriya i Praktika Fizicheskoy Kultury*, 2016, no. 7, pp. 41-43.

³ W. Böttcher, P. Bastian, V. Lenzmann, *Soziale Frühwarnsysteme: Evaluation des Modellprojekts in Nordrhein-Westfalen*, Reihe Soziale Praxis, Münster, 2008; S.A. Bathke, *Kinderschutz in gemeinsamer Verantwortung von Jugendhilfe und Schule am Beispiel der Ausgestaltung von Kooperationsvereinbarungen*, ISA-Jahrbuch, Münster, 2009; S.A. Bathke, "Arbeitshilfe zur Umsetzung des Kinderschutzes in der Schule", in *Münster: Beiträge zur Qualitätsentwicklung*, 2008, no. 9, p. 141-150; S.A. Bathke, N. Reichel, "Kinderschutz macht Schule. Handlungsoptionen, Prozessgestaltungen und Praxisbeispiele zum Umgang mit Kindeswohlgefährdungen in der offenen Ganztagschule. Münster" in *Beiträge zur Qualitätsentwicklung*, 2007, no. 5, p. 30-40; P. Bastian, A. Diepholz, E. Linder, *Frühe Hilfen für Familien und soziale Frühwarnsysteme*, Reihe Soziale Praxis, Münster, 2008; C. Bessler, "Jugendliche Sexualstraftäter, Persönlichkeitsmerkmale, Beurteilungsverfahren und Behandlungsansätze", *Jugenddelinquenz: Entwicklungspsychiatrische und forensische Grundlagen und Praxis*, Kohlhammer, Stuttgart, 2008; G. Deegener, W. Körner, *Kindesmisshandlung und Vernachlässigung*, Ein Handbuch, Göttingen, 2008; G. Deegener, G. Spangler, W. Körner, N. Becker, *Eltern-Belastungs-Screening zur Kindeswohlgefährdung*, Hogrefe, Göttingen, 2009; B. Dewe, W. Ferchhoff, A. Scherr, G. Stüwe, *Professionelles soziales Handeln im Spannungsfeld von Theorie und Praxis*, Beltz Juventa, Weinheim, 2001; A. Ellis, *Training der Gefühle*, Mvg Verlag, Hamburg, 1989; M. Eriksson, *Sichtbares oder unsichtbares Kind? Professionelle Ansätze in der Arbeit mit Kindern gewalttätiger Väter in Schweden*, VS Verlag für Sozialwissenschaften, Weisbaden, 2007; J.M. Fegert, U. Ziegenhain, H. Fangerau, *Problematische Kinderschutzverfahren. Mediale Skandalisierung, fachliche Fehleranalyse und Strategien zur Verbesserung des Kinderschutzes*, Beltz Juventa, Weinheim, 2010; E. Jordan, *Kindeswohlgefährdung. Rechtliche Neuregelungen und Konsequenzen für den Schutzauftrag der Kinder und Jugendhilfe*, Beltz Juventa, München, 2008.

⁴ O.V. Zashchirinskaya, E.I. Nikolaeva, V.Y. Rybnikov, V.M. Byzova, "The influence of family communication on the specificity of the gestures perception by children of primary school age with mild mental retardation", in *Novosibirsk State Pedagogical University Bulletin*, 2017, vol. 7, no. 5, p. 81-93.

supposed to analyze not only the behavior and activities of the adolescent, but also the situation in his family, relationships with classmates, the relationship with the informal environment), design (development and implementation (taking into account the individual characteristics of a pedagogically neglected adolescent) by means of moral education, expansion through the system of knowledge about the consequences of anti-social behavior, organization of its constructive activity, influence on parents)⁵. In addition to this it includes also self-assessing work, which involves evaluation of their own results, areas of self-development, etc.⁶

The diagnostics of students, the identification pedagogically neglected ones involves study of individual psychological characteristics of adolescents, application of various methods (testing, surveys), monitoring the activities and behavior of students, organization of conversations with parents and teachers. As you know (K. Wolfgang, N. Staverkin, E. Timmer), pedagogical neglect is classified according to the degree of its detection, the scope of mental disorders, the student's position. Thus, the teacher reveals the type of pedagogical neglect: it is a teenager with a passive attitude to life (who shows distrust of others, indifference), with an inadequate reaction (which demonstrates obstinacy, immorality, selfishness), with antisocial behavior (which shows aggression, cruelty, immorality). Diagnosis of pedagogical neglect and according to the sphere of mental disorders, namely violation in communication, emotional reaction (overestimated or undervalued), cognitive development (when it is one-sided), volitional field (its improper development). According to the position of pedagogical neglect it can be caused by unsatisfactory position of the adolescent in the student's team, family⁷, and his connection with the disorganization of activities (educational, cognitive, and social); In addition to it, a teenager can also detect an excess of energy that does not find application⁸.

⁵ N. Sayatbekov, A. Gabdullin, "Learning methods for supporting professional development of young people: The contribution of teachers and parents", in *Astra Salvensis*, 2018, vol. 6, no. 12, p. 335-341.

⁶ S.I. Chernykh, V.I. Parshikov, "Family education in Russia: Current state and trends", in *Astra Salvensis*, 2018, vol. 6, no. 12, p. 343-352.

⁷ I.V. Malimonov, D.V. Rakhinskiy, I.G. Sinkovskaya, S.V. Bershadskaya, S.M. Trashkova, "Global changes of family unit in modern Russia", in *Astra Salvensis*, 2018, vol. 6, no. 12, p. 623-633.

⁸ K. Wolfgang, *Schultheorie, Schulforschung und Schulentwicklung im politisch-gesellschaftlichen Kontext*, Weinheim, Basel, 2002; E. Timmer, N. Staverink, *Persönliche Zukunftserwartungen: Antizipation von Gewinn, Fortsetzung des Status Quo und Verlust Ergebnisse des Alters*, Kohlhammer, Stuttgart, 2001.

It is important to create and implement tools to work with pedagogically neglected teenagers. In this aspect, it is important to use methods of pedagogical influence. As it was already mentioned above, these means are united by German scholars in the name "pedagogical understanding" (K. Wolfgang); such as "analysis of achievements (previous, intermediate and final)", "public acceptance", "promotion of initiatives", "taking into account the context of life of a teenager", "biographical experience", "activation of efforts for mutual understanding"⁹.

Thus, E. Natanzon is quite motivated to distinguish between them and inductive ("expression of care, attention, kindness", "approval, praise", "advance of personality", "bypass movement", "trust", "moral support and strengthening of faith in own, "mediation", "flanking approach") and braking ("statement of action", "excitement of anxiety about the future punishment", "parallel pedagogical influence", "affectionate reproach", "hint", "false indifference", "apparent distrust", "irony", "the organization of natural consequences")¹⁰. The inductive methods allow establishing a positive emotional contact between the teacher and the student, to provide moral support to pedagogically neglected adolescent, to show respect for their personality traits, and inhibitors – to evoke such professional emotions as experience, repentance, anxiety, the desire to correct his own behavior, to refrain from acts committed in the future. The German scientist K. Singer in this regard notes that inductive methods allow us to establish a humanistic relationship, "a socially enjoyable learning environment" (Singer); with their help, the teacher has the ability to strengthen the beliefs of adolescents in themselves, to activate self-esteem.

The outlined remedies of pedagogical influence coincide with those known in Western Europe and the United States (H. Cornelius, S. Fair) as "I/utterance" (to express your own opinion about a certain situation without accusing certain person of something), "event" (description of the

⁹ K. Wolfgang, *Die Folgen von Vernachlässigung*, Idstein, Schulz-Kirchner, 2006.

¹⁰ E. Timmer, N. Staverink, *Persönliche Zukunftserwartungen: Antizipation von Gewinn, Fortsetzung des Status Quo und Verlust Ergebnisse des Alters*, Kohlhammer, Stuttgart, 2001; K. Wolfgang, *Die Folgen von Vernachlässigung*, Idstein, Schulz-Kirchner, 2006; E.Sh. Natanzon, *Difficult student and teaching staff: Teacher's Guide*, Prosveschtschenije, Moscow, 1984; A. Werner, *Was brauchen Kinder, um sich altersgemäß zu entwickeln?* Münster, Münster Verlag GmbH, 2010; U. Wagner, K. van Dick, *Interkulturelle Kontakte. Die Ergebnisse lassen hoffen*, Frankfurt am Main, Suhrkamp, 2002; R. Wiesner, *Die Verbesserung des Schutzes von Kindern und Jugendlichen vor Gefahren für ihr Wohl durch das Kinder- und Jugendhilfeneuerntwicklungsgesetz (KICK)*, ISA-Jahrbuch zur Sozialen Arbeit, Münster, 2006.

event without emotionally colored expressions), "the desirable exit for you" (an invitation to do something without any compulsion), "optimal self-affirmation" (to discuss with an interlocutor controversial issues in a friendly atmosphere)¹¹. In the system of German alternative and traditional schools, it is also envisaged to obtain the expected success of adolescents in performing their various creative activities (this may be both the realization of a particular project and artistic activity (drawing, modeling, singing, etc.) or the organization of certain holidays, excursions, theatrical performances and the other).

It should be emphasized the primacy of the organization of such communication with a pedagogically neglected adolescent, which allows him to influence his consciousness, to activate the sense of duty, responsibility, the desire to change for the better. According to P. Petersen it makes sense in this case to conduct a general discussion of the behavior

¹¹ E.Sh. Natanzon, *Difficult student and teaching staff: Teacher's Guide. Prosveschtschenije: Moscow; Singer, K. Mit Schülern in achtsamer Beziehung sein – und mit sich selbst Ermutigender Lehrer-Schüler-Kontakt – Lernbereitschaft der Jugendlichen – Berufszufriedenheit von Lehrerinnen und Lehrern*, 1984. Available at: www.prof-kurt-singer.de; H. Kornelius, Sh. Fair, *Anyone can win*, Stringer, Moscow, 1992; E. Jordan, *Kindeswohlgefährdung. Rechtliche Neuregelungen und Konsequenzen für den Schutzauftrag der Kinder und Jugendhilfe*, Beltz Juventa, München, 2008; H. Kindler, P. Lukascyk, W. Reich, "Validierung und Evaluation eines Diagnoseinstrumentes zur Gefährdungseinschätzung bei Verdacht auf Kindeswohlgefährdung (Kinderschutzbogen)", in *Kindschaftsrecht und Jugendhilfe*, 2008, no. 15, 500-505; N. Kolesnichenko, "Conditions of future Germanic studies specialists' professional image formation", in *Science and Education*, 2018, no. 4, p. 99-104; M. Konken, *Das Jugendamt aus Sicht der Medien. Kommunikation in kritischen Situationen*, Deutsches Institut für Urbanistik, Berlin, 2009; B. Kracke, E. Hany, K. Driesel-Lange, N. Schindler, *Anregung zur eigenständigen Zukunftsplanung? Angebote der schulischen Studien- und Berufswahlvorbereitung aus Sicht der Jugendlichen. Neue Jugend, neue Ausbildung? Beiträge aus der Jugend- und Bildungsforschung*, Bertelsmann, Bielefeld, 2011; S. Lillig, H. Blüml, Th. Meysen, A. Werner, *Handbuch „Kindeswohlgefährdung nach §1666 BGB und Allgemeiner Sozialer Dienst (ASD)“*, 2007. Available at: www.db.dji.de; A.S. Makarenko, *The pedagogical poem*, ITRK, Moscow, 2003; R. Müller, *Standards in der Praxis der Risikoeinschätzungsinstrumente*, ISA-Jahrbuch zur Sozialen Arbeit, Münster, 2009; R. Müller, D. Nüsken, *Child Protection in Europe. Von den Nachbarn lernen. Kinderschutz qualifizieren*, Waxmann, Münster, 2010; D. Nüsken, *Regionale Disparitäten in der Kinder- und Jugendhilfe. Eine empirische Untersuchung zu den Hilfen zur Erziehung*, Reihe Soziale Praxis, Münster, 2009; P. Petersen, *Die Praxis der Schulen nach dem Jena – Plan*, H. Bohlaus, Weimar, 1934; U. Preuss-Lausitz, *Gemeinsam auf dem Weg. Zu Perspektiven integrativer Arbeit mit schwierigen Kindern und Jugendlichen. Schwierige Kinder – Schwierige Schule*, Beltz, Weinheim und Basel, 2004a; U. Preuss-Lausitz, *Verhaltensauffällige Kinder integrieren*, Beltz, Weinheim und Basel, 2004b; T. Schmitt-Schäfer, *Netz und Boden – Initiative für Kinder psychisch kranker Eltern. Checkliste zur Risikoeinschätzung bei Kindern psychisch kranker Eltern für Fachleute aus der Jugendhilfe und Psychiatrie*, 2008. Available at: www.netz-unboden.de; M.I. Stankin, *Professional abilities of the teacher. Acmeology of education and training*, Flinta, Moscow, 1998.

of the child or adolescent, without pointing at it directly. This allows not only to overcome pedagogical neglect, but what is even more important – to prevent it¹². With this position, the approach proposed by M. Stankin also follows: the story about a similar act should be used in the course of communication, the address to the "unknown address"; outlined methods can be applied in the classroom, and in an individual conversation, one such as "substitution of the perspective" (the teacher reports series of tasks that are consistently complicated, while the adolescent acquires the necessary knowledge and skills)¹³.

Individual and teamwork as approaches to work with pedagogically neglected adolescents

Since the provision of an individual approach to work with pedagogically neglected adolescents becomes a priority for the teacher, it is important, according to the position of both researchers in Ukraine and German scientists, to correct program and conduct face to face conversations which are directed to convince the student of the misconduct of his behavior, bringing it to a new level of understanding of its significance, uniqueness, the need for correction for this behavior, and the improvement of educational activities. In particular, K. Singer calls for children and adolescents to be heard, to express their sympathy towards the troubles, to share the benefits of success, to show the desire to help – in the event of difficulties¹⁴.

As you know, in working with children and adolescents A. Makarenko used the forms of "individual treatment": an individual conversation with the violator of discipline could be carried out immediately, as it became known about the unwarranted act of the colonist, or delayed for a later date (with a message adolescent, to which). In the course of a collective conversation, the teacher not so much appeals to the offender discipline, so much accentuates his attention to how the senior members of the team react to the teenager (while the teacher declares the teenager "and then comrades will tell you"). According to the scientist, this is a "front attack", but sometimes it is expedient to carry out

¹² P. Petersen, *Die Praxis der Schulen nach dem Jena – Plan*, H. Bohlaus, Weimar, 1934.

¹³ M.I. Stankin, *Professional abilities of the teacher. Acmeology of education and training*, Flinta, Moscow, 1998.

¹⁴ K. Singer, *Mit Schülern in achtsamer Beziehung sein – und mit sich selbst Ermutigender Lehrer-Schüler-Kontakt – Lernbereitschaft der Jugendlichen – Berufszufriedenheit von Lehrerinnen und Lehrern*. Available at: <http://www.prof-kurt-singer.de/lehrer3.htm>

a "bypass" – to protect the teenager from the team of students and teachers, since it is impossible to leave it face to face with the problem. A. Makarenko emphasized that it is best to work with a pedagogically abandoned teenager to identify his own initiative to talk with a teacher: under these conditions, trusted, open relationships with the student are formed, it is possible to influence his behavior and activities¹⁵.

In addition to implementation of an individual work with a pedagogically neglected adolescent, it is especially important to involve him in active collective or individual cognitive work, which is why the teacher has to develop programs of project activity. This activity allows solving specific problems, to demonstrate the student the practical application of his acquired knowledge. Teens are involved in such projects as research, creative, informational, and practical-oriented. It is necessary to introduce game projects, which provide the choice of roles by the project participants and imitation of their relations (business or social). We will carry on the activity of playing and staging (the student prepares and plays scenes in which the wrong behavior or actions of adolescents are condemned). Students at German universities are actively involved to professional work with pedagogically neglected children and adolescents; it allows enriching their experience and educating non-judgmental attitude towards pedagogically neglected adolescents. This activity takes place as a joint study with the teacher and a self-study to develop and implement the best means of overcoming and prevention of pedagogical neglect adolescents creating psychologically comfortable climate at the class¹⁶.

Methods of enhancing student interest in the subject and the learning process

It is also relevant not only to encourage adolescents in educational and cognitive activities with the use of information and communication technologies, but also to enhance the interest of students in the subject and the learning process. This function is performed by creative activity, which allows you to put forward interesting ideas, hypotheses, conduct experimental work, analyze and synthesize information, compare it, organize it and generalize it, acquire subjective or objective new knowledge.

¹⁵ A.S. Makarenko, *The pedagogical poem*, ITRK, Moscow, 2003.

¹⁶ G. Deegener, W. Körner, *Kindesmisshandlung und Vernachlässigung*, Ein Handbuch, Göttingen, 2008.

It is necessary to focus on such an important aspect of non-auditing activity as search work. Projects method, by N. Kolesnichenko, is a set of educational and cognitive techniques that allow you to solve a particular problem in the process of independent student's actions which must result in presentation. The projects method involves the solution to a problem, which, on the one hand, includes the use of various methods and means of learning, and on the other hand – integration of knowledge, skills in various fields of science, technology, creativity¹⁷. Projects-presentations made on the basis of materials about famous artists (poets, writers, artists, sculptors, and musicians), athletes, economic, political, and public figures of his hometown (which promotes knowledge of the students with traditions, way of life, moral values). The involvement of pedagogically neglected adolescents in such activities allows not only activating the processes of knowledge, but also to develop respect and love for their history, culture, to deepen their erudition. Such activity allows to attract a teenager to the formal prosocial type of subculture, to educate him high positive human qualities.

In both countries the importance of organizing socially useful activities of pedagogically neglected teenagers becomes important: it may be either helping adults clean the territory around the school, their home, patronizing the children's educational institution (for example, helping in repairing the playground, organizing sports games, etc.), help in the care of elderly people, children with deviations in development, etc. The teacher only needs to actualize interest, the adolescent's desire to participate in this kind of non-audiences of students, and the initiative must belong to them.

In this perspective, the personally oriented professionally oriented remains. Thus, in the upper classes, which have a profile education, it is possible to involve teachers who have been abandoned to different elementary types of their future professional activities. For example, when it comes to the linguistic class, students can be offered to create visual materials (to make boards, cards, drawings, draw tables, schemes, crosswords, etc.) to use different grammar rules, to develop a program of competition, quizzes, games from the native (foreign) languages and literature for elementary school students, to prepare prizes. It is expedient to conduct various excursions with the participation of adolescents (for

¹⁷ N. Kolesnichenko, "Conditions of future Germanic studies specialists' professional image formation", in *Science and Education*, 2018, no. 4, p. 99-104.

example, in a literary museum, a house-museum of a certain poet or a writer), meetings with famous artists and others¹⁸.

The task of the teacher is to design work with teachers who are neglected by adolescents; this implies the correct selection of means of pedagogical influence on it, the ethical protection of the teacher, the creation of a situation of success, the organization of a trusting personally oriented communication. This is the development of plans and programs for involving a pedagogically abandoned adolescent into various types of active activities that would "pull" him out of an informal, anti-social environment, diminish the negative influence of his comrades, the family, the immediate environment (if any), contributed to the emergence of positive emotions, the satisfaction of a well-done business, the understanding of its own social significance¹⁹.

Analysis of the work with families of adolescents

Turning to the analysis of the work of the teacher with the families of neglected adolescents, it should be noted that it involves activating the responsibility of parents for the upbringing of children, creating opportunities for their self-realization in the future, providing emotional contact between parents and adolescents, communicating on the principles of trust, openness, mutual understanding, actualization of the desire to solve problems together. In addition, if parents differ in pedagogical illiteracy, scholars point out the need to consult with them, to organize their own self-development in a certain way (to recommend literature, to outline the perspectives that give pedagogical literacy), to convince the need for a joint self-education activity with children (for example, intellectual games, excursions, visits to theaters, cinema, exhibitions, etc.)²⁰.

¹⁸ N.Z. Kozbagarova, Y.V. Onichshenko, B.K. Shilderkhanov, A.R. Amangeldievna, D.A. Amandykova, "To the history of the museumification of burial mounds", in *Astra Salvensis*, 2018, vol. 6, no. 12, p. 141-148.

¹⁹ E.O. Tarasova, V.N. Stegny, L.N. Kurbatova, N.K. Okonskaya, M.A. Getashvili, "A study of the relation between work and family life of Russian and American flight attendants", in *Astra Salvensis*, 2018, vol. 6, no. 12, p. 221-232.

²⁰ G. Deegener, G. Spangler, W. Körner, N. Becker, *Eltern-Belastungs-Screening zur Kindeswohlgefährdung*, Hogrefe, Göttingen, 2009; G. Deegener, W. Körner, *Kindesmisshandlung und Vernachlässigung*, Ein Handbuch, Göttingen, 2008; B. Dewe, W. Ferchhoff, A. Scherr, G. Stüwe, *Professionelles soziales Handeln im Spannungsfeld von Theorie und Praxis*, Beltz Juventa, Weinheim, 2001; A. Ellis, *Training der Gefühle*, Myg Verlag, Hamburg, 1989; M. Eriksson, *Sichtbares oder unsichtbares Kind? Professionelle Ansätze in der Arbeit mit Kindern gewalttätiger Väter in Schweden*, VS Verlag für Sozialwissenschaften,

The influence of the personal and professional significance of the philologist himself is his opportunity to persuade, to educate a pedagogically abandoned teenager, to influence his parents and the environment with the help of the Word. The possibility of this is given by language lessons (native or foreign), literature, classroom hours, parenting fees, various types of extracurricular activities. Persuasive communication is the deduction of a person to a new level of development through the analysis of actions of a certain type, their comparison with the behavior of the interlocutor, the argumentation of their thoughts, the expression of emotional evaluation²¹, the activation of the faith of the interlocutor in their strengths and possibilities, the awareness of their own uniqueness, kindness, sincerity, decency its essence.

Creative philological teachers also recommend the phased transfer of a teenager from a state of pedagogical abandonment through an analysis of his achievements in language and literature: for example, to note in the classroom the activity of such a teenager, the high level of performance of the exercise, the originality of his thoughts in the written work, the clarity of the arguments in evidence their position, autonomy in work, etc. Or, on the contrary, tactfully indicate the need to identify a greater conscience in studying a certain grammatical rule, assimilation of spelling norms, lexical units.

Analization of literary characters and adolescents at the literature classes to investigate the causes leading to students' antisocial behavior

At the lessons of literature, the teacher-philologist analyzes extracts included in the program of teaching foreign literature. He has the opportunity to make a thorough description of the actions of characters of works, their positive and negative qualities, to study the way of life of the writer and poet, to show ways how people with deviant behavior, difficulties, pedagogical neglect became known in the country by professionals, as they showed the will of power, in order to escape from

Veisbaden, 2007; J.M. Fegert, U. Ziegenhain, H. Fangerau, *Problematische Kinderschutzverfahren. Mediale Skandalisierung, fachliche Fehleranalyse und Strategien zur Verbesserung des Kinderschutzes*, Beltz Juventa, Weinheim, 2010; E. Jordan, D. Nüsken, *Kinderschutz in Nordrhein-Westfalen*, ISA-Jahrbuch zur Sozialen Arbeit, Münster, 2008; E. Jordan, *Kindeswohlgefährdung. Rechtliche Neuregelungen und Konsequenzen für den Schutzauftrag der Kinder und Jugendhilfe*, Beltz Juventa: München, 2008.

²¹ V.V. Kotlyarova, N.A. Dmitrienko, "Emotional burnout of university teachers as a socio-pedagogical and psychological issue", in *Astra Salvensis*, 2018, vol. 6, p. 183-196.

the control of the negative environment in which they grew, how people helped them, what did do to deserve respect of society. Artistic works allow an analysis of one step that has changed the life of a teenager and made him worthy of respect and recognition, to investigate the causes leading to antisocial behavior, to evaluate those negative traits (betrayal, envy, laziness, etc.) that provoke absenteeism (own and other people). The philologist compares what teenagers have achieved, with what the protagonists of literary works have achieved.

In addition to creative work, research classes, students' critical thinking is more in need to ensure future teachers' effectiveness in the work with pedagogically neglect adolescents. Enhanced students' critical thinking in solving the problems of pedagogically neglected adolescents and development of effective means of overcoming this problem are the following types of work, as well as the development of means of early and rapid detection of possible neglect. Early diagnosis of pedagogical neglect (which provides assessment in the following areas: adolescents' behavior, interaction between their parents, atmosphere study (microclimate) in the family), also suggests ways to overcome it on a social (school, class) and individual (family) levels presenting the results in the form of guidelines for teachers-practitioners. Another important area of students' training at German universities for the effective work with pedagogically neglected adolescents is to educate future teachers-philologists' unbiased attitude towards this category of students. This confirms the need for future teachers' special training for the work with pedagogically neglected adolescents. One of the most important types of German teachers training organization is to develop students' research skills. Recently updated in the format of more simple types (analysis of scientists' results, their characteristics, description, preparation of reports, articles, posts) and more complex types – conducting independent interviews of teachers and parents, observations of pupils' behavior and behavior of their parents in order to develop recommendations on how to improve the behavior, the by terms of consultations, additional training, etc.

The Scientific Community of Germany (J. Bessler, D. Nüsken, W. Preuss-Lausitz, K. Singer, T. Schmitt-Schaefer) concludes that optimizing the processes of overcoming and preventing adolescent pedagogical neglect is possible under the following conditions: the creation of a broad system Early bias through research, through which vulnerable families can be identified as early as possible; introduction of standardized, systematic, scientifically substantiated diagnostics in each individual case; a combination of effective joint proposals aimed at all families; ensuring

an interdisciplinary approach with clearly defined responsibilities and appropriate legal procedures; development of methods and provision of adequate opportunities for the formation and development of pedagogical culture of parents, the introduction of principles for the practical implementation of such an approach; optimization of political, social culture in the struggle with the emergence of pedagogical neglect.

Creation of a consistent and long-term research strategy in the field of protection of children and adolescents. In addition, scholars from Germany (S. Butke, W. Wagner, M. Eckert, K. Endrikat, B. Crake, N. Reichel) also highlight the approaches to overcome the pedagogical neglect among adolescents, whose aim is to provide conducive learning opportunities for pedagogically neglected adolescents in alternative schools, to organize project activities, to involve adolescents in professional activities.