

**MODERN METHODS OF TEACHING PHYSICAL EDUCATION
AS A MEANS OF PREVENTING DEVIANT BEHAVIOR
OF ADOLESCENTS: PROSPECTS AND IMPLEMENTATION
IN PEDAGOGICAL PRACTICE**

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Abstract: The article discusses modern methods of teaching physical education as an effective tool for preventing deviant behavior of adolescents in a comprehensive school. The theoretical and methodological foundations of using physical activity to develop self-regulation, discipline and positive socialization are covered. Successful practices are presented that confirm the effectiveness of comprehensive physical education programs that include adaptive exercises, group work and psychological support. The problems of implementing these methods in school practice are analyzed and promising areas are identified: development of an interdisciplinary approach, modernization of physical education teacher training, introduction of digital forms of student motivation. A conclusion is made about the need for a systematic approach to including physical education in the structure of preventive work with adolescents at risk.

Keywords: physical education, deviant behavior, adolescents, prevention, pedagogical practice, socialization, upbringing, school education.

**СОВРЕМЕННЫЕ МЕТОДИКИ ПРЕПОДАВАНИЯ ФИЗИЧЕСКОЙ
КУЛЬТУРЫ КАК СРЕДСТВО ПРОФИЛАКТИКИ ДЕВИАНТНОГО
ПОВЕДЕНИЯ ПОДРОСТКОВ: ПЕРСПЕКТИВЫ И РЕАЛИЗАЦИЯ
В ПЕДАГОГИЧЕСКОЙ ПРАКТИКЕ**

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Аннотация: В статье рассматриваются современные методики преподавания физической культуры как эффективный инструмент профилактики девиантного поведения подростков в условиях общеобразовательной школы. Освещаются теоретико-методологические основы применения физической активности для формирования саморегуляции, дисциплины и позитивной социализации. Приведены успешные практики, подтверждающие эффективность комплексных программ физической культуры, включающих адаптивные упражнения, групповые формы работы и психологическое сопровождение. Анализируются проблемы реализации данных методик в школьной практике и обозначаются перспективные направления: развитие междисциплинарного подхода, модернизация подготовки учителей физической культуры, внедрение цифровых форм мотивации учащихся. Сделан вывод о необходимости системного подхода к включению физической культуры в структуру профилактической работы с подростками, находящимися в группе риска.

Ключевые слова: физическая культура, девиантное поведение, подростки, профилактика, педагогическая практика, социализация, воспитание, школьное образование.

ӨСПҮРҮМДӨРДҮН ДЕВИАНТТЫ ЖҮРҮМ-ТУРУМУН АЛДЫН АЛУУ КАРАЖАТЫ КАТАРЫ ДЕНЕ ТАРБИЯНЫ ОКУТУУНУН ЗАМАНБАП ҮКМАЛАРЫ: КЕЛЕЧЕГИ ЖАНА ПЕДАГОГИКАЛЫК ПРАКТИКАГА КИРГИЗҮҮ

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Аннотация: Макалада жалпы билим берүүчү мектепте өспүрүмдөрдүн девиантты жүрүм-турумунун алдын алуунун натыйжалуу куралы катары дene тарбияны окутуунун заманбап үкмалары каралат. Өзүн-өзү жөнгө салууну, тартипти жана позитивдүү социалдаштырууну өнүктүрүү учун дene тарбиясын колдонуунун теориялык жана методологиялык негиздери камтылган. Адаптациялык көнүгүүлөрдү, топтук шитерди жана психологиялык колдоону камтылган дene тарбиясынын комплекстүү программаларынын эффективдүүлүгүн тастыктаган ийгиликтүү практикалар көлтирилген. Бул методдороду мектеп практикасына киргизүү көйгөйлөрү талданып, келечектүү багыттары аныкталган: дисциплиналар аралык мамилени өнүктүрүү, дene тарбия мугалимдерин даярдоону модернизациялоо, окуучулардын мотивациясынын санаариптик формаларын киргизүү. Тобокел тобундагы өспүрүмдөр менен профилактикалык шитердин структурасына дene тарбиясын киргизүүгө системалуу мамиле кылуунун зарылдыгы жөнүндө корутунду чыгарылды.

Негизги сөздөр: дene тарбия, девианттык жүрүм-турум, өспүрүмдөр, алдын алуу, педагогикалык практика, социалдаштыруу, тарбиялоо, мектептеги билим берүү.

Introduction. The modern education system faces a number of challenges, among which one of the most acute problems is the growth of deviant behavior among adolescents. Aggressiveness, isolation, inclination to delinquency, use of psychoactive substances and demonstrative negativism become not only symptoms of the well-being of an individual, but also a reflection of crisis processes in society. social, but also humanistic significance.

One of the most promising and resourceful areas of preventive work with adolescents is physical education. It has a powerful potential to influence the emotional sphere, behavioral attitudes and communication skills of students. It is no coincidence that in pedagogical practice the emphasis is increasingly shifting from the traditional teaching of physical education as a subject to the implementation of its educational and socializing component.

Modern methods of teaching physical education are no longer limited to the standards of physical training. They are focused on the formation of stable value attitudes, the development of self-control, tolerance, team interaction skills, which is especially important in working with adolescents prone to deviant behavior. The use of game approaches, team sports, adaptive programs, as well as the introduction of project and interactive technologies contribute not only to improving health, but also to the positive socialization of schoolchildren.

Despite the existence of separate studies devoted to the influence of physical education on personal development, insufficient attention is paid to the analysis of modern teaching methods as a tool for the prevention of deviant behavior. At the same time, it is the physical education teacher who often finds himself in a unique position - he can influence not only through the content of the lesson, but also

through the features of interaction, the atmosphere formed, and the style of communication. This determines the high importance of this study.

The purpose of this article is to analyze modern methods of teaching physical education in the context of their potential as a means of preventing deviant behavior of adolescents, as well as to identify the conditions that contribute to their successful implementation in pedagogical practice.

The concept of deviant behavior (from Lat. *deviatio* — deviation) covers a wide range of actions that go beyond the norms and rules accepted in society. In adolescence, which is characterized by the intensive formation of personality, system of values and worldview, behavioral deviations are especially often a reaction to internal and external conflicts [4, 6].

In the scientific literature, deviant behavior is considered as a stable form of social disadaptation, manifested in illegal, asocial, aggressive, self-destructive and dependent actions. Among the causes of deviations are:

- social (unfavorable family environment, destructive forms of communication, the influence of criminal subculture);
- psychological (low self-esteem, emotional instability, instability of motivation);
- pedagogical (authoritarian style of teaching, lack of an individual approach, school failure).

The forms of manifestation of deviant behavior in adolescents are diverse: from violation of school discipline and aggression to vandalism, the use of psychoactive substances and Internet addiction. Of particular concern is the fact that many forms of deviation are latent in nature and develop gradually, remaining unnoticed until the stage of serious social disadaptation.

Physical culture, due to its integrative nature, has a multifaceted impact on a teenager. It contributes not only to physical development, but also affects the emotional, volitional, cognitive and communicative spheres of the personality. Regular physical exercises increase resistance to stress, contribute to the development of self-discipline, and form attitudes to a healthy lifestyle, which is especially important in the context of the prevention of deviant behavior.

Studies by V.K. Balsevich, L.I. Lubysheva, V.I. Lyakh indicate that a properly organized physical education lesson can become a means not only of physical education, but also of correcting deviant behavior. Collective sports are recognized as especially effective, where a teenager learns to follow the rules, cooperate, control emotions and take responsibility for the result of the team [1, 7].

In addition, physical activity improves the functioning of neurophysiological systems, promotes the production of neurotransmitters (dopamine, serotonin), which stabilize the emotional state and reduce the level of anxiety. This makes physical education an effective means not only of socialization, but also of psychological support for adolescents at risk.

There are several scientific approaches that explain the potential of physical education in the formation of disciplined and self-regulating behavior in adolescents. Among them, a special place is occupied by:

1. The activity approach (L.S. Vygotsky, A.N. Leontiev) assumes that personality is formed in the process of active activity [5]. A physical education lesson, as an organized activity with clear rules and goals, becomes a space for the formation of volitional qualities, self-control, and purposefulness.

2. Humanistic psychology (C. Rogers, A. Maslow) focuses on the development of personality through the disclosure of its potential [3]. In sports activities, the adolescent receives recognition, realizes the need for belonging, which reduces the risk of marginalization.

3. The behaviorist approach indicates the importance of encouraging and repeating the desired behavior [10]. Successful completion of the exercise, victory in competitions, approval of peers and the teacher become positive reinforcement of a constructive model of behavior.

4. The theory of social learning (A. Bandura) emphasizes the role of observation and imitation [2]. A coach or physical education teacher acts as a significant adult, whose personal example can have a direct impact on the formation of behavioral attitudes of a teenager.

Physical education can and should be used as a pedagogical tool aimed not only at strengthening health, but also at preventing and correcting behavioral deviations. The effectiveness of this influence largely depends on the methods used, the personal qualities of the teacher and the general atmosphere of the educational environment.

Golubova V.M., Ryspaeva Ch.K. believe that a modern teacher should have such characteristics as: high civic responsibility and social activity; self-organization, spiritual culture, desire and ability to work in the "person-to-person" system; high professionalism, innovative style of scientific and pedagogical thinking, readiness to create new values and make creative decisions; the need for continuous self-education; physical and mental health, professional ability to work [8, 9]. And the modern educational paradigm requires from the physical education teacher not only the implementation of program standards, but also the provision of psychological and pedagogical support for students, especially those who are at risk for deviant behavior. Teaching physical education ceases to be exclusively a form of physical activity and is increasingly understood as a space for educational interaction, personality-oriented, developmental and correctional-preventive approaches.

In pedagogical practice, **game methods are increasingly used**, focused on the inclusion of students in active activity through the plot, elements of competition, interaction in teams. Such approaches contribute to the development of self-control, overcoming aggressive impulses, and the formation of a positive attitude towards other participants. The game, as D.B. Elkonin notes, performs not only an entertaining, but also a regulatory function, structuring the behavior of a teenager.

Competitive forms make it possible to use the natural inclination of adolescents to compete in a constructive way. In the conditions of competition, the student is forced to follow the rules, take into account others, and act within the established norms. In addition, the feeling of victory or even just participation in competitions strengthens self-esteem and reduces frustration reactions.

Project technologies, including the inclusion of sports events, clubs, volunteer actions in the organization, form planning, responsibility, and communication skills in adolescents. Adolescents with deviant manifestations can find a socially acceptable way of self-realization, which helps to reduce antisocial activity.

Methods aimed at developing personal potential are of particular relevance in schools with a high degree of social tension. Such programs as "Coach Yourself", "Step Forward", "Sport as a Lifestyle" (used in a number of Russian and foreign schools) include modules aimed not only at physical development, but also at the development of emotional intelligence, self-regulation skills, and the ability to work in a group.

Within the framework of these programs, elements of psychogymnastics, breathing exercises, reflective conversations are used, which makes it possible to make the physical education lesson a space of trust and support. In such conditions, adolescents begin to perceive physical education as a way of self-knowledge and social development, and not as a compulsory school subject.

One of the most important areas in the development of physical education teaching methods is the **individualization of training**. A teacher with psychological sensitivity is able to adapt loads, types

of exercises and forms of interaction to a particular student. This is especially important for adolescents with signs of anxiety, low self-esteem, hyperactivity - typical markers of deviant behavior.

An important aspect of the modern methodology is **an inclusive approach**, which involves the participation of students with special educational needs in classes. Joint activity in such conditions teaches adolescents tolerance, mutual assistance, and reduces the level of social aggression. At the same time, deviant adolescents also form a sense of belonging and significance, which reduces the need for demonstrative violation of norms.

Modern digital technologies open up new opportunities in learning. The use of **mobile applications for self-control of physical activity, interactive platforms with elements of gamification, video training and online tests** allows you to include in the learning process those teenagers who previously demonstrated detachment or resistance.

ICT also expands the possibilities of feedback, analysis of results, and allows the use of visualization of successes, which is especially important for adolescents in need of motivational reinforcement. In the context of digital socialization, when a significant part of adolescents is addicted to virtual communication, the transfer of positive activity to the digital space of physical education helps to reduce the risk of Internet addiction.

Thus, modern methods of teaching physical education not only expand the arsenal of physical education tools, but also become an effective tool for the prevention of deviant behavior. Their effectiveness is determined not only by the content, but also by the personal position of the teacher and the level of trust in the class. The key condition for the effectiveness of the prevention of deviations through physical education is an integrated interdisciplinary approach. Only with close cooperation between the teacher, school psychologist, social workers and parents, it is possible to informally identify signs of deviance and timely include the adolescent in remedial classes.

The personality of the teacher is a key factor in the success of any methodology. An empathic, open, authoritative teacher is able to create an atmosphere in a physical education lesson in which a teenager feels accepted, heard and significant. It should be emphasized that it is a trusting style of communication that reduces the risk of protest and aggressive behavior.

In this context, a physical education teacher performs not only a pedagogical, but also an educational and coordination role. He can be an intermediary between the teenager and the rest of the educational environment, identifying difficulties in behavior and helping to find ways of constructive self-realization. It is effective when the teacher knows the elements of developmental psychology, knows the basics of conflictology and methods of de-escalation of aggression.

Despite the positive examples, the introduction of methods for the prevention of deviant behavior through physical culture faces a number of **systemic and methodological problems**:

- Low motivation of adolescents to exercise, especially in girls, introverted or anxious adolescents.
- Insufficient training of teachers in correctional pedagogy and adolescent psychology.
- Lack of individual programs and flexible forms of education that allow taking into account the psychophysical characteristics of students.
- A formal approach to conducting classes, when lessons are reduced to working out standards, without personal interaction.

These barriers require a systematic revision of the methodology of teaching physical education, updating programs, introducing new formats of interaction, as well as improving the qualifications of teachers.

Modern educational practice demonstrates a growing interest in physical education not only as a means of maintaining health, but also as a full-fledged tool for educational and preventive work with adolescents. In the context of rapidly changing social realities — the destabilization of family institutions, the digitalization of life, the growth of psychological deviations among adolescents — the need to integrate physical education programs into the system for the prevention of deviant behavior is becoming especially acute.

A significant prospect is the creation of adapted physical education programs focused on correctional and educational purposes. These programs should take into account the characteristics of adolescents with signs of deviant behavior: a low level of self-control, increased anxiety, a tendency to aggression or apathy.

Such programs may include:

- Elements of psychogymnastics and body-oriented therapy;
- Group team games with elements of cooperation and trust;
- Physical exercises aimed at controlling breathing, muscle tone, relieving tension;
- Reflective blocks are discussions, observation diaries, feedback from the teacher.

Physical education can actively use digital resources not only in the context of distance learning, but also as a means of expanding the space for prevention. The creation of platforms where teenagers can track their achievements, receive motivational tasks, and participate in online challenges makes it possible to involve even those who traditionally avoid physical activity.

In addition, such platforms can become a means of communication between a student and a teacher, as well as a channel for collecting data on the behavioral characteristics of a teenager.

Based on the analysis of theoretical and practical data, the following recommendations can be identified for the successful implementation of the preventive potential of physical education:

1. Creation of in-school teams to support adolescents with signs of deviation, which includes a physical education teacher, a class teacher, a psychologist.
2. Rethinking the structure of a physical education lesson: adding elements of self-reflection, emotional relief, dialogue.
3. Development of extracurricular forms of work: sports clubs, hikes, camps, volunteer actions with the participation of students.
4. Involvement of parents through sports events, joint events, parent clubs.
5. Continuous monitoring of behavioral changes in adolescents participating in physical education programs.

Findings. Physical education in a modern school is not just a lesson, it is a space for the formation of personality. Under the condition of competent pedagogical work, methodological diversity and an interdisciplinary approach, it can become an effective tool for the prevention of deviant behavior in adolescents.

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