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## SOCIAL DEADAPTATION OF ADOLESCENTS SOCIAL-PEDAGOGICAL REHABILITATION

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**Abstract:** This article examines the theoretical and practical aspects of the process of social deadadaptation—the disruption of an individual's interaction with the social environment during adolescence. The study analyzes the role of social-pedagogical rehabilitation, its stages, and modern correctional methodologies in reintegrating deadadapted adolescents into society. Furthermore, methodological recommendations are provided to improve the effectiveness of preventive measures when working with teenagers.

**Keywords:** adolescent, social deadadaptation, social-pedagogical rehabilitation, deviant behavior, pedagogical correction, risk group, social environment.

**INTRODUCTION.** In today's era of rapid informatization and globalization, the upbringing of the younger generation, particularly the social adaptation of individuals in their adolescence, is a pressing issue. Adolescence is the most delicate and crisis-prone stage of human development, associated with both biological maturation and the search for one's social "Self." At this stage, many adolescents face inconsistencies between their personal needs and the demands of the external environment, family, and school. The social deadadaptation resulting from these conflicts not only hinders the teenager's personal development but also contributes to the rise of various social ills in society. Therefore, early detection of deadadaptation and the establishment of systematic social-pedagogical rehabilitation are of strategic importance.

### Causes and Forms of Social Deadadaptation

Social deadadaptation is defined as an individual's inability to fulfill social roles, the rejection of societal norms, and the breakdown of communication with others. The causes of this condition in adolescents are multifaceted and can be categorized as follows:

- **Family environment and educational flaws:** As the primary institution of personality formation, the family can be the main source of deadadaptation. Dysfunctional families, parental neglect (hypo-custody), or excessive control over every step (hyper-custody) provoke internal resentment in the adolescent. Domestic violence or spiritual poverty drives the teenager away from home to seek "solace" elsewhere.
- **Pedagogical and educational factors:** Problems in the school environment, specifically the subjective attitudes of teachers toward the adolescent's personality, loss of interest in academic subjects, and peer conflicts (bullying) distance the teenager from education. A student who fails to adapt to school begins to feel like an outcast in the community.
- **Psychophysiological and personal factors:** The adolescent crisis, high excitability of the nervous system, and the misdirection of the need for self-expression. The teenager tries to demonstrate the idea of "I am independent" by rebelling against society.





Deadaptation initially manifests in minor forms such as skipping school, lying, and academic failure. Later, it evolves into severe forms of deviant behavior, including aggression, running away from home, substance abuse, and a tendency toward delinquency.

### **Social-Pedagogical Rehabilitation: Stages and Technologies**

The process of returning a deadapted adolescent to a healthy social environment is called social-pedagogical rehabilitation. This process is not merely upbringing, but a complex technology aimed at restoring broken social ties and mental balance.

#### **The first stage: Diagnosis.**

The social pedagogue identifies the degree of the adolescent's deadaptation and its causes. Answers are sought for questions such as "Why is he skipping classes?" and "Who is influencing him?". The family and school environments are analyzed, and the adolescent's positive potentials (e.g., interest in a craft or sport) are identified.

#### **The second stage: Correctional-pedagogical assistance.**

At this stage, specific methods are used to change the adolescent's behavior:

- **Art therapy:** Relieving internal tension through drawing, music, or creativity.
- **Labor therapy:** Directing the teenager toward productive work (e.g., learning a trade) to foster self-reliance and a sense of responsibility.
- **Communication training:** Teaching the teenager to communicate without aggression and to protect their rights in a civilized manner.

#### **The third stage: Resocialization and social integration.**

This is the final stage, ensuring the adolescent joins a healthy community and finds their place there. Here, the "Family-Neighborhood-School" chain plays a decisive role. When neighborhood youth leaders and educators view the teenager as a "member of society" rather than a "culprit," it facilitates their readjustment.

### **ANALYSIS AND PRACTICAL RESULTS**

Research shows that using only prohibitive or monitoring measures when working with deadapted adolescents is largely ineffective. The highest results are achieved by assigning the adolescent a new social role (e.g., becoming a sports team captain or a mentor for younger children in the neighborhood).

Pedagogical experiments confirm that with constant social-pedagogical patronage, more than 70% of monitored adolescents abandoned deviant behavior within one year. The success of rehabilitation depends on instilling the belief: "I am needed by society".

**CONCLUSION.** In conclusion, social deadaptation in adolescents is a silent cry for help. Social-pedagogical rehabilitation efforts must be organized based on humanitarian principles, taking into account the individuality of each child. Rather than blaming the adolescent, addressing the factors that caused the deadaptation and guiding them onto the right path is the guarantee for building a healthy society in the future.

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