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Pedagogical Competence of Juvenile Affairs Inspectors in Preventing Antisocial Behavior among Migrant Adolescents

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Abstract

Introduction: the article is devoted to the urgent problem of determining the essence and content of the special pedagogical competence of juvenile affairs inspectors for the effective prevention of antisocial behavior of migrant adolescents. In the context of the transformation of migration processes and the increasing role of pedagogical methods in law enforcement, this problem acquires special scientific and practical significance. The development of these competencies of the inspector directly contributes to the prevention of offenses, including in cooperation with the penal system. *Purpose:* theoretical and methodological substantiation and development of a structural and substantive model of the pedagogical competence of the juvenile affairs inspector focused on solving problems of socio-cultural adaptation and prevention of deviations among migrant adolescents. *Methods:* the leading research methods are theoretical analysis of philosophical, psychological, pedagogical, sociological and legal literature; systematization and generalization of scientific provisions; pedagogical modeling; analysis of regulatory documents and empirical data. *Results:* a three-level model of pedagogical competence is developed based on the synthesis of competence-based, personal-activity, axiological and multicultural approaches. The model includes cognitive-gnostic (system of special knowledge), operational-technological (set of professional skills) and reflexive-personal (values and personal qualities) components, detailed in relation to the specifics of working with migrant adolescents. A structural imbalance in the modern practice of inspector training is identified and analyzed, which consists in the declarative understanding of the issue with a pronounced shortage of specific pedagogical tools and technologies for inter-

cultural interaction. *Conclusions*: the effectiveness of the inspector's preventive activities in a multicultural environment is determined by the level of formation of integrative pedagogical competence. Its development is a key condition for the transition from traditional law enforcement to a socio-pedagogical, coordinating model of work, where the inspector acts as a central link in the system of interdepartmental interaction. Coordination of actions between juvenile affairs inspectors and employees of criminal executive inspections of the Federal Penitentiary Service of Russia is of particular importance, which can manifest itself in the exchange of information, joint preventive measures and a unified approach to working with certain categories of minors. The results obtained substantiate the need to modernize the system of professional training and advanced training of juvenile affairs inspectors in working with migrant adolescents.

Key words: juvenile affairs inspector; pedagogical competence; migrant adolescents; prevention of antisocial behavior; intercultural interaction; axiological approach.

5.8.1. General pedagogy, history of pedagogy and education.

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Introduction

The current stage of social development of the Russian Federation is characterized by the intensity and complexity of migration processes, which naturally leads to the increased number of migrant adolescents in the educational and social space. According to the Border Guard Service, 5.48 million citizens of Uzbekistan, Kazakhstan, Tajikistan, Kyrgyzstan and Turkmenistan entered Russia in the first half of 2025. The federal law No. 314-FZ of July 31, 2025 "On amendments to certain legislative acts of the Russian Federation" obliges educational institutions to exchange operational data on migrant minors with the Ministry of Internal Affairs of Russia. This underscores the necessity for juvenile affairs inspectors to possess specialized pedagogical competence when working with this category of adolescents. Migrant adolescents, simultaneously going through an age crisis and socio-cultural adaptation (acculturation), face a set of risks that contribute to socio-pedagogical maladaptation and the formation of antisocial behaviors. The language barrier, identity crisis, intergenerational conflict in families, difficulties in school integration – these and other phenomena create a zone of vulnerability that requires targeted preventive measures.

In this regard, the activities of juvenile affairs units of the internal affairs bodies are of particular importance. However, in our opinion, the traditional paradigm of this activity, focused mainly on legal control, registration and suppression of offenses, is insufficient to work with migrant adolescents, whose behavior is often driven not by criminal attitudes, but by deep socio-psychological and cultural reasons. We back ideas of I.V. Chechikov and M.V. Shakurov that the effectiveness of prevention in this context directly depends on the juvenile affairs inspector's ability to perform not only law enforcement, but also socio-pedagogical, correctional and preventive functions [1; 2]. In this context, effective collaboration between juvenile affairs inspectors and officers of the criminal executive inspection of the Federal Penitentiary Service of Russia is of critical importance. This cooperation can take the form of exchanging information on adolescents at risk of delinquency, implementing joint measures to prevent recidivism, and coordinating actions targeting specific high-risk groups. Such coordinated efforts are directly aligned with the core objectives of penitentiary science and practice.

So, scientific understanding and determination of the specifics of pedagogical competence of the juvenile affairs inspector is required. De-

spite the existence of scholarly works addressing the pedagogical support of minors, the issue of defining the structure and content of pedagogical competence required for juvenile affairs inspectors working with migrant adolescents remains insufficiently developed. This existing research gap underscores the relevance and necessity of the present study.

The purpose of the article is to theoretically and methodologically substantiate and develop a structural and substantive model of pedagogical competence of the juvenile affairs inspector aimed at preventing antisocial behavior of migrant adolescents. In line with the purpose, the study addresses three key tasks: 1) identifying contradictions and problem areas in the modern practice of developing this competence; 2) analyzing methodological approaches to determining pedagogical competence; 3) identifying and characterizing components of pedagogical competence of the juvenile affairs inspector for working with migrant adolescents.

Research methods and materials

The methodological basis of the study is a synthesis of several complementary approaches. Under the competence-based approach (I.A. Zimnyaya, A.K. Markova, and A.V. Khutorskoi), pedagogical competence is considered not as a sum of knowledge, but as an integrative personality quality that characterizes the ability to solve professional tasks in non-standard conditions [3, p. 34; 4; 5, p. 58]. The personal activity approach (L.S. Vygotskii, A.N. Leont'ev, and V.V. Serikov) emphasizes the role of professional activity and social interaction in the development of competence [6–8]. The axiological approach (M.S. Kagan, V.A. Slastenin, and G.I. Chizhakova) sets value coordinates of preventive work, defining its humanistic and cultural-creative orientation [9; 10]. The theories of multicultural and cross-cultural education (V.V. Gritsenko, G.U. Soldatova, O.V. Khukhlaeva) substantiate the need to form intercultural sensitivity and the specifics of working in a multi-ethnic environment [11, p. 200; 12; 13].

The authors of the article applied a whole set of theoretical methods in the research: study and critical analysis of philosophical, psychological, pedagogical, sociological, and legal literature; systematization and generalization of scientific provisions; and pedagogical modeling to construct a structural model. Regulatory

documents on activities of juvenile affairs units, in particular the federal law No. 120-FZ of June 24, 1999 (as amended on May 1, 2024) “On the fundamentals of the system for preventing neglect and juvenile delinquency”, and empirical data obtained from the survey of juvenile affairs inspectors are analyzed.

Discussion of the study results

The analysis conducted shows that pedagogical competence of the juvenile affairs inspector in working with migrant adolescents is a systematic, professional and personal education. This education synthesizes theoretical knowledge, practical skills and values that ensure the design and implementation of an effective preventive process in a multicultural environment. Based on the theoretical synthesis, we developed a structural and substantive three-component model of this competence. Cognitive-gnostic, operational-technological and reflexive-personal components are interrelated and interdependent.

1. The cognitive-gnostic component forms the substantial basis of professional thinking. It integrates several blocks of specialized knowledge:

– regulatory and legal block: in-depth knowledge of legislation in the field of children’s rights and prevention system activities (the federal law “On the fundamentals of the system for preventing neglect and juvenile delinquency”), migration legislation (the federal law No. 109-FZ of July 18, 2006 (as amended on July 14, 2022) “On migration registration of foreign citizens and stateless persons in the Russian Federation”) and basics of administrative and criminal responsibility of minors. In our opinion, it is the understanding of legal conflicts related to the status of migrant children that distinguishes a competent specialist;

– pedagogical (socio-pedagogical) block: knowledge of the pedagogical foundations of social adaptation and integration of minors, understanding the patterns and difficulties of the educational process in a situation where Russian is a non-native or second language; methods of pedagogical diagnosis of the level of socio-cultural maladaptation; and principles of building individual preventive work. The inspector should be well aware of modern pedagogical technologies for overcoming the language barrier, forming prosocial skills, attracting per-

sons to socially approved activities, and interacting with migrant families;

- psychological block: knowledge of psychological characteristics of adolescence in the context of migration, the specifics of the identity crisis and psychological protection mechanisms of migrant adolescents. The inspector should understand acculturation theories, adaptation models (integration, assimilation, separation, and marginalization) [14, p. 82], psychology of migration stress and its manifestations (anxiety, frustration, and cultural shock) [15, p. 25], as well as basic mechanisms for the formation of antisocial behavior as a compensatory response to stress and maladjustment;

- socio-cultural and ethnopsychological block: systematized knowledge of the main cultures and faiths represented in the region, including norms of communication, family structure, gender roles. This block is key for overcoming cultural stereotypes and establishing a constructive dialogue;

- methodological block: knowledge of the pedagogical process basics in the context of interdepartmental interaction (juvenile affairs inspector – school – family – social services), the methodology of socio-pedagogical analysis of the adolescent's situation, principles of designing individual preventive programs, and criteria for assessing their effectiveness.

2. The operational-technological component reflects the practical ability to transform knowledge into actions. It includes the following skill groups:

- the block of analytical and diagnostic skills forms the basis for targeted intervention and implies the inspector's ability to conduct a comprehensive analysis of the social situation of migrant adolescents, identify correlation of such risk factors (language barrier, identity crisis, family maladjustment, and school failure) within the framework of an ecological approach [16]. Equally important is the ability to use adapted diagnostic tools to assess the level of socio-cultural adaptation, value orientations, and potential resources of an individual.

- the block of communication and mediation skills is the main tool for establishing contact and mutual understanding. Given the language and cultural barrier, the juvenile correctional inspector should know techniques for establishing trusting contact with a teenager under

stress. This implies the skill of conducting a conversation with the involvement of a cultural mediator or translator, the ability to build a dialogue with the family, demonstrating respect for traditions, while explaining the norms of Russian legislation in a reasoned manner. Mediation of conflicts between migrant adolescents, peers and teachers is also a key competence.

- the block of organizational and coordinating skills is aimed at creating a support network around the teenager. The effectiveness of prevention, in our opinion, is impossible without the inspector's ability to initiate and maintain systematic interagency cooperation. This includes drafting interdisciplinary inquiries, organizing prevention councils with the participation of representatives of schools, social services, and healthcare, as well as establishing partnerships with leaders of ethnic and cultural diasporas and public associations.

- the block of pedagogical skills completes the cycle from diagnosis to correction. The formed skills are expressed in the ability to develop and implement individual educational prevention programs based on the analysis carried out together with other specialists. To do this, the inspector needs to possess an arsenal of methods, including persuasion and discussion, organization of socially approved activities (volunteerism, sports, and creativity), as well as active teaching methods (situational role modeling, a case method) aimed at the formation of prosocial behavioral strategies [17, p. 372].

3. The reflexive-personal component defines the humanistic basis of professional activity and sets value-semantic guidelines. It includes:

- value-motivational block: conviction in the priority of prevention; recognition of the value of cultural diversity; attitude towards dialogue [18, p. 639];

- personal adaptation block (block of professionally significant qualities): developed empathy and pedagogical tact; emotional stability; low level of ethnocentrism and prejudice; communicative flexibility;

- reflexivity block: the ability to critically analyze one's own professional position and realize the need for continuous self-education [19, p. 152].

To ensure the validity of the proposed structural-substantive model of pedagogical com-

petence, discussion of the modeling results must be supported by empirical evidence. Specifically, it requires cross-referencing with up-to-date empirical data that capture the actual state of current professional practice among juvenile affairs inspectors. The results of the survey of juvenile affairs inspectors from various regions of the Russian Federation (Kursk, Moscow, Tyumen, Arkhangelsk oblasts, Khanty-Mansi Autonomous Okrug-Yugra, etc.) make it possible not only to confirm, but also to meaningfully detail the thesis about the structural imbalance in the formation of this competence.

The analysis of the cognitive-gnostic component reveals key external barriers to work. The language barrier is identified as a priority problem, which is most often chosen as a key one (56% of responses). Cultural differences and traditions, family's unwillingness to make contact, legal illiteracy, and socio-economic risk factors are also considered significant. The data obtained indicate that juvenile affairs inspectors are aware of the main problem areas.

In the context of the operational and technological component, empirical data show a pronounced shortage of specialized pedagogical and cross-cultural tools. Inspectors use traditional and general approaches to dealing with migrant adolescents, such as individual preventive conversation, work through reputable family members or diasporas, and organization of additional education. At the same time, methods directly aimed at overcoming the identified barriers (for example, visualization, gaming methods or organization of mentoring) are mentioned much less frequently. The gap between awareness of the problem and operational capabilities is demonstrated by the challenges in collaborating with key institutions whose participation is critical for comprehensive prevention efforts. These include national cultural associations, educational organizations, and social protection services.

Respondents' requests for competence development are strongly practice-oriented and directly correlate with the identified deficits. More than 60% of the surveyed juvenile affairs inspectors indicate the need for developed programs and methodological manuals, 37% – for specialized advanced training courses (in the field of intercultural communication and the basics of pedagogy) and the involvement

of full-time translators or cultural mediators. A significant block of proposals concerns the optimization of interagency cooperation and the development of leisure and mentoring infrastructure. Noteworthy is the fact that detailed descriptions of successful preventive cases are rare, which indirectly indicates a lack of reflection and analysis of positive experiences.

The data concerning the reflexive-personality component reveal its internal inconsistency. With the dominance of humanistic and integration attitudes in goal-setting (socio-cultural adaptation and integration, all of the above in a complex), regulatory-oriented, control-based approaches often appear in free comments, emphasizing administrative and prohibitive measures. This reflects a latent conflict between an internalized socio-pedagogical function and an entrenched law enforcement paradigm.

Thus, empirical data allow us to state not just the declarative, but systemic and structural nature of the imbalance in pedagogical competence of juvenile affairs inspectors. The revealed gap exists between a developed cognitive understanding of the specifics of working with migrant adolescents and insufficient equipment with specialized pedagogical tools, technologies of intercultural mediation and effective models for interdepartmental coordination. The results obtained serve as a strong basis for asserting the need for the purposeful formation of integrative pedagogical competence capable of ensuring the transition from the diagnosis of problems to their systematic preventive resolution.

Therefore, the presented model describes the ideal state of competence, but also serves as a tool for diagnosing gaps in professional training. It clearly indicates that the traditional emphasis on normative and legal knowledge should be balanced by the development of practical pedagogical and cross-cultural skills, as well as the formation of an appropriate value and personal position.

Conclusion

The conducted research allows us to draw the following conclusions:

1. Pedagogical competence of the juvenile affairs inspector in working with migrant adolescents is a complex, integrative professional and personal education. Its essence is determined by the need to synthesize law enforce-

ment and pedagogical functions in the context of intercultural interaction.

2. The developed and substantiated structural and content model consists of three interdependent components: cognitive-gnostic (system of special knowledge), operational-technological (complex of professional skills) and reflexive-personal (values and personal qualities). This model serves as a theoretical basis for the diagnosis, formation and evaluation of the competence in question.

3. The analysis of modern practice reveals a persistent imbalance between understanding the specifics of working with migrant adolescents (cognitive component) and insufficient equipment with specific pedagogical technologies and tools for intercultural communication (operational component). This indicates the need to transform the professional training sys-

tem. In the context of penitentiary science and practice, the development of interaction between juvenile affairs inspectors and officers of criminal executive inspections of the Federal Penitentiary Service of Russia is of particular importance. The exchange of operational information, joint preventive measures and the unified strategy for working with migrant adolescents will increase the effectiveness of preventing antisocial behavior and reduce recidivism risks.

4. The prospects for further research, in our opinion, are related to the development and testing of specific pedagogical technologies, training programs and diagnostic tools aimed at developing the identified components of competence, especially in terms of the formation of cross-cultural communication and skills of interdepartmental interaction.

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