

ORGANIZATIONAL AND METHODOLOGICAL DIRECTIONS OF INTEGRATIVE PROGRAMS IMPLEMENTATION FOR ADOLESCENT CREATIVE DEVELOPMENT AND SOCIAL ADAPTATION

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Abstract

Purpose of the study: The purpose of the article is to substantiate the features of organizational and methodical directions of the programs' complex for creative development and social adaptation of modern adolescents in difficult situations.

Methodology: The study is based on the analysis of somatic and psychological changes taking place in the process of becoming a teenager, which are reflected in the biological, mental and cognitive processes. The identified components determined the grounds for the development of the structure and mechanisms of childhood social risk management.

Results: It is shown that the understanding of somatic and psychological changes occurring in the process of a teenager formation, which is reflected in the biological, mental, cognitive processes, is the basis for the development of the structure and mechanisms for childhood social risks' management in the course of an integrative program of any profile. Organizational aspects of preparation and carrying out of actions within such programs are defined. Provisions defining immanent social teaching and educational effects, including prevention of the deviant behavior, increase of educational results' level, growth of teenagers' cognitive interest to self-development and self-education, increase of teenagers' motivation to active and initiative inclusion in development of the program content are allocated. The scientific-methodical and pedagogical experience of the organization of exit integrative programs, the use of pedagogical strategies of which allows achieving positive dynamics of teenagers' creative development trajectory and social adaptation is briefly described.

Applications of this study: Suggested by the author's program increases the growth of teenagers' cognitive interest to self-development and self-education, increases the teenagers' motivation and may be used by psychologists and teachers in educational system of all levels.

Novelty/Originality of this study: It is proved that the understanding of somatic, cognitive, social changes in the process of a teenager's formation and compliance with certain organizational rules of activities that take into account the specifics of this age period, increase the motivation of adolescents, their involvement in the development of the program's content, stimulate the growth of cognitive interest of adolescents to self-development and self-education.

Keywords: *quality of education, additional education, social adaptation, creative development, organizational and methodical directions, educational process, specifics of adolescence.*

INTRODUCTION

According to Russian state statistics data, in Russia as of January 1, 2018, the age group from 10 to 19 years is 14.4 million people, and the proportion of children in difficult life situations (hereinafter - DLS) only according to statistically measured indicators is still significant: for example, living in households with per capita monetary income below the subsistence minimum - almost 25%, restriction of health opportunities (RHO) - about 3%; orphanhood, including social one (parents are deprived of parental rights) – more than 2%, despite the steady decline in the share of social orphanhood and children brought up in institutions. Taking into account other indicators of distress - domestic, behavioral, environmental - we can say that the risk of DLS is diagnosed for several million Russian adolescents.

One of the essential tools to overcome DLS is various forms of aesthetic education and art education.

Reliance on culture study approach in education as a whole presupposes the following goals:

- The vector of development is directed to the *socio-cultural modernization of society*, defined as the achievement of a new quality of Russian society ([Mironova et al., 2017](#)).

- Creative thinking and perception meet the career-oriented demands of learning and training for *successful self-realization* in the near future and contributes to the economic development of the state ([Rodinova et al., 2017](#); [Holochwost et al., 2018](#); [Stukalova, 2018](#); [Abishov et al., 2018](#)).
- The accumulated cultural heritage allows to attach both to the *national self-identity* (the study of traditions and crafts of folk culture) and to the tolerant *international view* of the world (different types of cultural codes and communication channels, especially in view of the technical capabilities of the modern information space) ([Tastan & Davoudi, 2017](#); [Akishina, Olesina and Radomskya, 2017](#); [Stukalova, 2017](#)).

Considering art education as a tool of psychological and pedagogical support of a teenager in DLS, the tasks of psychological rehabilitation and overcoming the risks of social failure, we would like to argue its ability by judgement of L.S. Vygotsky that aesthetically educate someone - means to create for this person a permanent and properly functioning channel, diverting and distracting the internal pressure of the subconscious sphere on the useful needs. From the point of view of scientific psychology, art education affects the structure of the brain and the activation of brain activity, in particular, ensuring a closer connection of the cerebral hemispheres; the increment of mathematical and linguistic abilities, contributing to more noticeable success in academic studies; the growth of communicative abilities and the formation of multi-channel thinking.

Formation and development of adolescents' skills of aesthetic perception and artistic orientations in DLS contribute to the following psychological processes:

- *Formation* and development of the ability to feel, understand, love; conscious and productive *empathy*;
- *Direction* and *correction* of the *subconscious sphere*;
- *Adaptation* of the teenager's *psyche* as a whole to the optimal compliance with the criteria and environmental requirements.

LITERATURE REVIEW

The age periodization of human ontogenesis depends on the development of the human body and/or personality that underlies this or that classification. As part of the collection of statistical indicators, Russian state statistics allocates age groups 0-4, 5-9, 10-14 years, 15-19 years with the allocation of a subgroup of underage adolescents. The age classification of the UN selects the age period Adolescents (Teenagers) from 10 to 19 years, including younger adolescents aged 10 to 14 years, older adolescents aged 15-19 years (Global Accelerated Action for the Health of Adolescents, 2017). As part of the objectives of this study, the boundaries of adolescence are defined as 11-19 years with a division into two stages: 11-14 years (early adolescence) and 14-19 years (senior adolescent or youthful).

The specificity of adolescence is determined by changes in the body and personality that affect mental, cognitive, social development at this stage, and as an external manifestation – on the behavioral reactions of the teenager – see Table. 1, the data are based on scientific studies ([Malkina-Pykh, 2017](#); [Foulkes and Blakemore, 2018](#); [Courtney, 2018](#)).

In adolescence, the emergence of DLS is possible even in view of the specificity of the biological, cognitive, social changes inherent in this period, the disproportion of the speed of their development, the mismatch of desires and opportunities. The teenager is a hostage of unsolved psychological problems of parents, their educational and cultural level of development, socio-economic conditions of the family, violations or ill-considered use of technique and technology, depends on the socio-economic condition of society, its moral foundations. In the most difficult situation are orphans, especially *social* ones (parents are deprived or limited parental rights. When working with adolescents who find themselves in DLS, it is necessary to take into account both natural for this age period, and specific in the presence of DLS characteristics of the internal psycho-emotional state of the individual.

The emergence of DLS in the life of a teenager can be associated with the political, socio-economic, environmental situation, with changes in value orientations in modern society (both in the country and in a separate region, and in one part of the village); with unfavorable family and household relations (primarily due to various forms of alcohol and drug dependence of adult relatives, especially parents). According to the Federal law *On basic guarantees of the rights of the child in the Russian Federation*, children without parental care, children with disabilities, that is, those with disabilities in physical and (or) mental development, children - victims of armed and ethnic conflicts, environmental and man-made disasters, natural disasters, children from families of refugees and internally displaced persons, children who find themselves in extreme conditions, children - victims of violence; children serving a sentence of deprivation of liberty in educational colonies; children in special educational institutions; children living in poor families; children with behavioral disorders; children whose livelihoods are objectively impaired as a result of the circumstances and who cannot overcome these circumstances on their own or with the help of the family are children in DLS. In our study, we are talking about adolescents; the main causes of DLS are the following factors:

1. Death of parents
2. Deprivation of contact with the mother at an early age

3. The dysfunctionality of the family.
4. Education not in the family, but in educational institutions for children left without parental care.

The role of artistic and educational activities in the rehabilitation processes of the teenager's personality in DLS, in reducing the risk of deviant and delinquent behavior, in the successful socialization of the teenager and his/her further functioning in society is well illustrated by the large-scale duration and/or coverage of participants' projects.

METHODOLOGICAL FRAMEWORK

The task of designing the psychological and pedagogical support of a teenager in DLS is defined not only in the content and methodological, but also in the organizational field. Organizational and methodical provisions (rules of organization and implementation of activities) are formulated, which are supposed to increase the motivation of adolescents to their active and proactive inclusion in the development of the program's content and, accordingly, contribute to a more rapid and more effective rehabilitation process and further socialization (Table 2). The model of the organization of art and educational activity's complex integrative program based on synthesis of basic ideas of Culture study, sociology, psychology, pedagogy is developed.

Table 1: Impact of biological, cognitive and social changes on the body and personality of a teenager

Processes	Characteristic	Manifestation	
Biological	Rapid and uneven changes in physical parameters (height, weight); the growth of the skeleton can outpace the development of muscles.	Movements become awkward. Fast fatigability.	
	The development of the cardiovascular system lags behind the growth of the body, which worsens the blood supply to the brain.	Often there is a headache and with physical and mental stress. The reduced adaptive capacity of the body.	
	Somatic development is ahead of a little of neuro-psychic one.	The teenager is easily embarrassed, effectively reacts to the discussion of his/her appearance, quickly and sharply falls into a state of exaltation, euphoria, and depression.	
	Powerful endocrine restructuring of the body; the development of secondary sexual characteristics; increased the activity of the hypothalamus, the excitability of the Central nervous system as a whole.	Perhaps a painful response to puberty changes and events, the inability to accept their emerging sexuality.	
	The process of development of the brain prefrontal cortex associated with self-regulation, conscious decision-making, memory, judgment and insight is not completed.	Greater acceptance of risk compared to adulthood. A teenager can make a risky move, even if he/she is aware of and understands this risk. More often than adults, incorrectly perceived (<i>cannot read</i>) emotions and more nervous.	
	The development of the limbic system causes an increased emotional reaction.	Speech can slow down, answers to questions, as a rule, become very concise and stereotypical; the dictionary seems to be impoverished. In order to get a comprehensive answer on some occasions, it is necessary to ask a number of additional questions.	
	The rate of conditioned reflexes formation on direct (visual, sound, tactile) stimuli is increased and the process of conditioned reflexes' formation on verbal signals is complicated		
	Social	Significantly, the appearance of the formal requirements of society change (legislated change in the rights and responsibilities -obtaining a passport, criminal responsibility, military service).	The society considers the teenager mature enough for work, at the same time the teenager is rather helpless in the household (this aspect is repeatedly amplified for children from orphanages and boarding schools
		There will be an independent social choice (further education, choice, and acquisition of occupation, earnings, experience of love and sexual partnerships, separate accommodation, etc.).)	On the one hand, the teenager, removes from parents (guardians) responsibility for own safety, consciously assumes more independence and responsibility, adults cease to be unconditional authority, and on the other hand, feels urgent need for internal security,
		All types of socialization - professional, legal, sexual (partner), etc. - are new for a teenager, the corresponding pattern of behavior is only formed during this period, there is a choice of guidelines in yet.	the unconsciously feels vulnerable since the program of his/her own psychological protection isn't fulfilled
behavior and actions, orientation to society		The teenager considers him/herself an adult, demands reduction of control and guardianship, recognition of his/her interests, views, and at the same time feels alarm in the new status of independence for him/herself, hopes for the help and understanding of adults.	
	There are changes in the nature of the social relations of adolescents with others, both adults and peers.		

Cognitive

Mastering the theoretical thinking, formal logic (reasoning not in connection with a specific situation); uncertainty in their correctness, fear of being Intellectualization of perception; deceived; doubt of the correctness of adult words, in Development of creative imagination; *adult norms* of behavior.

The transition from the dominance of mechanical memorization to semantic, memory acquires an indirect, logical character. The teenager at the same time tries to be original and *as all*. Hobbies are not only cognitive activity; it is a Reflection forms self-consciousness, and, accordingly, protection (youth subculture.) means of expression, communication, psychological there is a formation of their own worldview, the A teenager can shy away from close relationships, system of moral values; negatively characterize the values of loved ones, and There is a transition from the external system of rules to his/her own principles; Active identification and family. self-identification of the individual; the Formation of Increased self-centeredness; the aggravated passion to self-consciousness is accompanied by the formation adulthood; immature moral beliefs; a tendency to of self-estimation, which can be overestimated (*I exaggerate the degree of difficulty of the problems. already know everything, I can, I am able to do*), or underestimated (*I still do not know anything, I cannot, I am not able to do*).

Table 2: Conditions for effective organization of artistic and educational programs for teenagers in DLS

№	Position	Argument
1.	Teenager - a full and equal entity of social interaction	This condition seems obvious, but practice shows that today in the public consciousness there is still fixed treatment of minors as imperfect, i.e., in fact, there is age discrimination. I would like to emphasize that we are not talking about the permissiveness of a teenager's actions (see below on the implementation of the rules) and not about indulgence, condescension, familiarity in relationships. Equal communication allows to reduce the level of psychological protection of the teenager, his/her aggression (including in relation to him/herself), negative aspirations to compare, evaluate themselves in comparison with others, to achieve attention in any way
2.	Revision of the paradigm of adult relationships: from authoritative to parity, from guardianship to Council	The atmosphere of cooperation and goodwill, individual approach, respect for a teenager's needs, desires, feelings, experience and the right to choose, the attitude to him/her as a person can improve communication, strengthens the confidence of the teenager to others and to him/herself. The attention of adults to the fact that the teen believes it is important, boosts their self-esteem
3.	The creation of a situation of success	For adolescents, the ability to assert themselves in the most important activities increases adaptive abilities, encourages self-education, forms an adequate self-estimation, helps in the formation of a positive image and attitude to him/herself. If a teenager is sure that, he/she will not be criticized for mistakes and that he/she will not be laughed at, the level of anxiety decreases.
4.	Understanding and accepting each participant's individual development path	A teenager needs to understand what he is as a person, to develop their attitude to the world. To help him, to direct, to support, is impossible without knowledge and understanding of his/her personality, health, biography. A teenager has the right to know about the heterochrony of his/her own development. Time should be devoted to a thorough discussion of issues arising among adolescents.
5.	The schedule of events is reported and discussed with the participants	All rules and restrictions of artistic and educational activities for adolescents in DLS should be clearly formulated and discussed with the participants. If not to discuss with the teenager rules and instructions, and directive to demand their execution, it can lead to open opposition or hidden negativism. The same is true of permissiveness. In addition, in the rehabilitation process, the rules play an important role in restoring a sense of control and a sense of security.

6. Special techniques to maintain attention and develop an interest in learning material
Motivational and emotional components of the programs, references to significant activities for adolescents, the possibility of individual participation of each teenager (at least a minimum level of involvement) increase the degree of involvement in the process of cognition, creative activity in general, the development of cultural and aesthetic attitudes in self-estimation and in relation to society, develop the ability and willingness to feel, learn, perceive new information; contribute to overcoming emotional and behavioral stereotypes.
7. The priority of group design, gaming, interactive training sessions.
The process of cognition and self-knowledge is facilitated by the exit format of events, any tasks related to self-fulfillment, the organization of leisure activities with a focus on the personality of the teenager, targeted assistance. Characteristic of adolescence, the desire to experiment with social relations in the design and game formats of art and educational integrative programs is directed to the demand by the team, the opportunity to express themselves, the recognition of their creative potential. In addition, the collective format of events with voluntary and unregulated participation for the teenage audience contributes to more active involvement in the perception and understanding of art objects, works of art, aesthetic education in General.

An assumption is formulated that the planning of the organizational aspects of artistic and educational activities' programs according to the above-mentioned principles should accelerate and strengthen the process of rehabilitation and socialization, promote self-organization and self-regulation of the personality of the teenager, to strengthen the positive dynamics of its personal and cultural growth, aesthetic education, acquiring skills, art activities, team interaction and communication. In addition, the task is to check the repeatability of this algorithm for the organization of integrative art and educational programs for adolescents in DLS with a possible variety of didactic content and teaching staff.

RESEARCH METHODOLOGY

The Stages of the Study

One of the activities of the Charitable Foundation "Way of life" since 2013 is a systematic and permanent organization, support, including together with other noncommercial organizations and in cross-sectoral cooperation with Federal and specialized structures, projects of families' rehabilitation in the DLS in the form of comprehensive pedagogical, psychological, social, legal assistance to foster families, regardless of their form of guardianship. The format of events for psychological rehabilitation, socialization and adaptation to life in society is presented in the form of system vacation programs, one-time weekend programs, organization of lessons and seminars, courses for teachers, educators and other accompanying personnel (*Navigator for independent life, Proflab, Putesharium, School of teacher-volunteer, School of positive habits, etc.*). An essential component (and in many events - the main part) is an intensive immersion in the world of art - integrative art and educational programs. Each of the projects is in both extensive and intensive development, from one-time activities based on one or two institutions to programs' cycles and geographical expansion.

2013-2015 – development of measures takes into account the specifics of adolescence in DLS only in the selection of methods and the choice of didactic material. The main vector of development of projects is extensive (from one-time activities based on one or two institutions to the cycles of programs and expansion of geographical distribution).

2016 – The accumulated experience of both the events and the study of feedback from the participants and the teaching staff allowed adjusting the organization of art and educational programs and other projects of the Foundation.

2017-present time - integrative outreach programs for adolescents (*Putesharium* and classes of *School of positive habits*) are planned and edited for a specific algorithm for each project. Planning, preparation, and implementation of each event uses this algorithm, regardless of the content and methodical components.

Without stopping because of the subject of this study on such (of course, strategically important) points as legal, financial and administrative support, as well as training of teaching staff, we present the part of the algorithm that relates directly to the planning process of the event.

1) Holding General meetings: Prior to the event, one or more meetings of the participants are held, depending on the number of participants, the point of their territorial location, the complexity of the route. These meetings explain all the rules, prohibitions and restrictions. It is essential to listen to the views of the participants and, if possible, to answer the questions that arise. The teenager feels not oppression and restriction of freedom of decision-making, and participation in the creation of rules, voluntariness, and responsibility in their acceptance. The setting of the discussion and adoption of the rules should also be applied to the organizers, teachers and other parties involved.

2) Questionnaires and individual meetings with participants: Also, prior to the event, a questionnaire and, if possible, personal meetings with the participants are held. It is desirable to maintain an individual card of the participant, but it is

necessary to ensure that the process is not formal (depending on the degree of the teacher's load), and subjective (it is solved by involving multiple persons in the conduct of the card). As a result of questionnaires and meetings, psychological counseling and other types of individual work, as well as recommendations for the teaching staff are planned.

3) The composition of the group: Number of participants in one group up to 15 people; diversity of composition by age (within 11-19 years), social status, gender, and other differences. The age under 10 years requires the use of other methods, and children over 19 years (most often already repeatedly participated in the activities of the program) perform the duties of instructors, counselors. The inclusive format of activities, joint participation of *home* and *residential* adolescents, regardless of social status, economic situation of their families, the presence or absence of physical restrictions, allows the teenager in the DLS easier and faster begin to express themselves, to understand themselves and others, to take on an equal footing themselves and others. In addition, the creation of groups taking into account this attitude involves the possibility of increasing the level of loyalty, tolerance, sympathy among the participants themselves.

4) Availability of free time: First, the teenager should have time to process the information received, impressions, experience, otherwise there is a risk of getting the opposite effect instead of the expected one – undeveloped and mixed information, fatigue from a large number of impressions, a feeling of rejection in General. Secondly, independent pastime increases the awareness of managing your life, which is extremely important for the success of rehabilitation. During excursions, visits to museums, parks, etc. expositions, it is important to plan time for their self-examination by teenagers after an organized tour. Thirdly, *quiet days* perform recreational tasks. The schedule of this period includes walks in the surrounding area, sports activities of one's choice, if desired - the preparation of the project, etc. Fourth, adolescence is the time of separation from the guardianship of adults. This stage is necessary for future independent life, so fully provided at their full disposal a period is considered by them as trust, equal relations, and respect.

Finally, in order for weather conditions, a failure in the duration of logistics, other force majeure circumstances or the increased interest of participants in any subject/object of art or unit of the program did not lead to the failure of the most essential parts of the program and/or to reduce its effectiveness, there should be the possibility of making small operational changes to the program in the process of implementation.

The most effective today adopted the principle of alternating periods of active artistic and educational activities and recreation.

RESULTS

Statistical information of the above-mentioned algorithm's effectiveness is represented by questionnaire at the initial (preparatory) stage and after the completion of each cycle of events, projects, *Putesharium*, *Proflab*, and *School of positive habits*.

The level of involvement was determined on a 5-point scale from 0 / *do not like* to 5 / *really like* for the overall evaluation of the program by participants, as well as the criteria for testing new knowledge and competencies in the field of art and culture in General, the readiness of participants for further creative interaction, their cultural and creative initiative after acquaintance with the concept of *aesthetic culture*, the dynamics of practical experience of artistic and educational activities. Unfortunately, due to the specifics of the Fund's work, it is not possible to create a control and experimental groups for each of the cycles, so the summary data are given only according to the results of the tests of the experimental groups.

Table 3: Indicators of participants' involvement in the activities of integrative cultural and educational programs*

Level of involvement	2014 y.	2016 y.	2018 y.
Low	40	15	14
Average	40	51	25
High	20	34	41

*based on the survey after the completion of the cycle; in % to the total number of participants.

The organic nature of the processes of adolescents' socialization and adaptation was determined by the methods of observation and questioning of parents/guardians and teachers, psychological testing (primarily the level of anxiety, adaptability, self-acceptance, acceptance of others, emotional comfort, team interaction, etc.) and is presented in the summary table only according to the results of experimental groups' tests.

Table 4: Indicators of socialization and adaptation level*

Level of social adaptation	2014 y.**	2016 y.	2018 y.
	48	62	82

*based on observation, psychological test after the cycle completion;

In % to the total number of participants.

** only for project *Putesharium*.

The monitoring shows a significant strengthening of the targeted impact of integrative artistic and educational programs after modification in the planning of organizational aspects of activities, taking into account the specifics of both adolescences in General and adolescents in DLS.

DISCUSSION

The success of certain strategies of adolescents' psychological and pedagogical support in DLS is evaluated, first, in the possibility of implementing the strategy, in fixing the positive dynamics of changes in practice, and further achieves the repeatability of the result, reducing the level of risks, the level of uncertainty.

Of course, rehabilitation and development psychological and pedagogical support of a teenager personality in DLS requires unity and interrelation of content, methodological and organizational components. A special organization of artistic and educational activities, taking into account the characteristics of adolescence, contributes to a more effective full-fledged self-realization of the individual and its integration into society.

Of course, the design of measures is complicated by the multifactorial and nonlinear interaction of socio-psychological characteristics of the individual and socio-cultural reality. In addition, the teenager should be convinced that he/she masters and makes a decision in the development of the aesthetic environment and the world of art, in the adoption of cultural values, in creative activity.

To optimize the process of psychological and pedagogical accompanying, in our opinion, allows the creation of certain organizational conditions in relation to the quantitative and qualitative composition of groups, the availability and use of free time, the General rules of participation, etc.

In the process of implementation, the results of the survey and testing of the events' participants and the pedagogical/accompanying staff were the confirmation of the correctly chosen direction of the study.

CONCLUSION

Projects of the Foundation for the development and implementation of integrative art and educational programs for the management of social risks of childhood have the following tasks:

- Reduction of psychological protection of the teenager, anxiety, aggression or stiffness;
- Correction of self-estimation; development of communication skills;
- Social adaptation in society;
- As a super-task - the development of the need to continue and develop a dialogue with the world of art and further creative development.

The effectiveness of the programs is evaluated in the following aspects:

- Signs of treatment of psychological trauma caused by DLS (formation of emotional responsiveness, socialization, ways of expressing their feelings and thoughts, etc.);
- Fixation and consolidation of positive dynamics of development;
- Predictability and repeatability of results.

In the course of a comprehensive study of the features of biological, cognitive and social processes in adolescence in the scientific literature, the priorities in the organizational and methodical areas of artistic and educational programs are identified. The developed organizational conditions for the preparation and implementation of activities for the creative development and social adaptation of adolescents have been applied in several projects and programs of the Charitable Foundation *Way Of life* for the rehabilitation and socialization of adolescents in DLS.

The data of questionnaires, tests, and interviews at each stage of the study indicate a reliable dynamics of increasing the levels of involvement and social adaptation of adolescents participating in the activities of the Fund. It is proved that the *understanding* of somatic, cognitive, social *changes* in the process of a teenager's formation and *compliance* with certain *organizational rules* of activities that take into account the specifics of this age period, increase the motivation of adolescents, their involvement in the development of the program's content, stimulate the growth of cognitive interest of adolescents to self-development and self-education. Stabilization and normalization of a teenager's psychological state in DLS are noted. Of great importance is the factor of repeatability of the result when using the algorithm of the organizational process in the activities of various content.

Thus, it can be stated that taking into account the specifics of adolescence in the organization of activities has a positive effect on the effectiveness of psychological and pedagogical accompany of psychological and social adaptation of adolescents at the current stage of artistic and educational programs' organization for the management of childhood's social risks.

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