BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

PROSPECTS FOR USING DIGITAL TECHNOLOGIES TO PREVENT DEVIANT BEHAVIOUR AMONG STUDENTS

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doi:https://doi.org/10.5281/zenodo.24245164

Abstract. This article examines the opportunities and prospects for using digital technologies to prevent deviant behaviour among students. It focuses on the impact of the digital environment on students' lives; the risks associated with excessive use of the internet and mobile devices; the development of digital literacy; preventive monitoring; and cooperation between parents and teachers. It also discusses responsible ways of using online counselling, educational platforms, electronic surveys, and artificial-intelligence-based analytical tools. The article substantiates the view that digital tools should complement, rather than replace, educational and воспитательный work.

Keywords: deviant behaviour, prevention, digital technologies, digital literacy, internet safety, student, upbringing, psychological and pedagogical support, parental supervision, artificial intelligence.

INTRODUCTIONIn the twenty-first century, digital technologies have become an integral part of everyday life, education, and communication. Computers, tablets, smartphones, the internet, and various digital platforms provide students with extensive opportunities to acquire knowledge, search for information, engage in creative activities, and communicate with their peers. At the same time, aimless or excessive use of the digital environment may adversely affect some students' academic performance, daily routines, and family and social relationships.Deviant behaviour refers to actions that deviate from the social norms and rules accepted in society. Among students, such behaviour may take the form of truancy, failure to comply with school rules, aggressive communication, bullying or intimidating peers, susceptibility to harmful habits, or an inability to regulate one's internet use. The causes of these behaviours are not the same in every case. Therefore, preventive work should be organised with due regard to each student's age, family environment, interests, psychological state, and learning conditions.Digital technologies have a dual significance in this process. An inadequately supervised digital environment may give rise to new risks, whereas properly organised digital education and awareness-raising activities can help identify problems at an early stage, develop students' digital culture, and make preventive work more effective. The purpose of this article is to examine ways of using digital technologies to prevent deviant behaviour and explore their future potential.

The Role of the Digital Environment in Preventing Deviant Behaviour

A student's behaviour is determined not only by individual personal characteristics. Family relationships, peer influence, the psychological climate at school, the organisation of leisure time, and the information environment are also important factors. The digital environment is connected with almost all of these factors: students use the internet to learn, exchange ideas, develop their interests, and access various kinds of information. Not all information available on the internet is

useful or age-appropriate. Materials promoting violence, discriminatory comments, cyberbullying, misinformation, harmful calls to action, and uncontrolled use of time may negatively affect students' psychological well-being and behaviour. This is particularly relevant during adolescence, when sensitivity to peer opinion, the desire for independence, and the need for self-expression become more pronounced. For this reason, educational work on digital safety should not be limited to prohibitions; it should also aim to develop understanding, communication, and informed decision-making skills.

Digital technologies help organise preventive activities systematically. Electronic surveys can be used to examine students' internet-use habits, how they organise their leisure time, and their knowledge of digital safety. Online learning platforms can host assignments on internet safety, communication culture, and the critical evaluation of information. It is important that the information collected should be used not to label or punish students, but to determine what support they need.

2. Key Areas for the Use of Digital Technologies

The first area is the development of digital literacy. Students need to know how to verify the sources of online information, protect their personal data, identify inappropriate content, observe rules of etiquette in online communication, and know whom to contact in the event of cyberbullying. Digital literacy is not limited to the ability to operate devices; it also encompasses critical analysis of information, responsible decision-making, and an understanding of the consequences of one's behaviour online.

The second area is the purposeful use of educational platforms. Through Moodle, Google Classroom, and other learning platforms, teachers can provide materials, video lessons, tests, and discussion-based assignments on topics such as internet safety, media culture, communication ethics, and self-regulation. Such activities turn students into active participants who analyse challenging situations and seek appropriate solutions. The third area is preventive monitoring and early identification. General classroom needs can be identified by systematically recording the results of electronic questionnaires, anonymous reporting forms, or pedagogical observations. This may involve examining students' reasons for using the internet, the difficulties they encounter in online communication, and their level of knowledge about digital safety. Monitoring should be conducted regularly and transparently, in compliance with confidentiality requirements. It is not appropriate to classify a student as "problematic" on the basis of a single test or an automated result.

The fourth area is remote counselling and psychological and pedagogical support. The opportunity to contact a school psychologist, class teacher, or designated teacher online may provide students with a convenient way to raise concerns in a timely manner. However, digital communication cannot fully replace face-to-face counselling. Where necessary, a specialist should arrange an in-person meeting with the student and their parents.

The fifth area is the creation of positive digital content. Involving students in the production of short videos, podcasts, digital posters, presentations, and social projects helps develop responsibility, cooperation, creativity, and healthy communication skills. Classroom projects can be organised on topics such as "Respect Online", "Do Not Ignore Cyberbullying", and "Managing Your Time Effectively".3.

Preventing Excessive Use of the Internet and Digital Devic

4. Using digital devices is not inherently harmful. A problem arises when their use begins to interfere with learning, rest, sleep, physical activity, and face-to-face communication. Attention should be paid to situations in which students struggle to manage the time they spend on phones or

computers, lose interest in other activities, or regularly fail to fulfil their daily responsibilities. Such signs should not, in isolation, be treated as a diagnosis; their causes should be examined through cooperation among teachers, psychologists, and parents.

An important condition for prevention is the development of healthy digital habits. To this end, it is advisable to agree on rules for device use during the school day and leisure time, reduce screen time before bedtime, limit distracting notifications while studying, and set aside time for sports and creative activities. Time limits should be appropriate to the student's age and circumstances and applied consistently at home and at school.

Rather than imposing an abrupt and strict ban on digital activities, it may be more effective to agree with students on the purposes of device use and offer alternative activities. For students interested in online games, their interest in sports, chess, robotics, or team projects can be encouraged. This approach broadens students' interests and prevents digital devices from becoming their only source of recreation.

Parental-control tools may also be useful; however, they should be used alongside open explanations and trusting relationships. Secretly monitoring students' private correspondence or humiliating them in public may undermine trust. The main objective is to establish safe boundaries, teach students to seek help in risky situations, and foster responsible behaviour in the digital environment.

4. Prospects for Using Artificial Intelligence and Analytical Tools

Artificial intelligence and data-analysis tools can help monitor students' academic progress, patterns in task completion, and educational needs. A learning platform can identify difficulties in completing assignments and enable teachers to offer additional explanations or individual practice. These capabilities are also indirectly relevant to preventing deviant behaviour: when learning difficulties are identified in a timely manner, students can receive the support they need at an early stage.

In the future, artificial-intelligence-based systems may help sort students' requests for support, identify general trends in anonymous surveys, and assist teachers in planning preventive activities. However, such systems should not make final judgements about students' behaviour. An algorithm may fail to understand the full context or may misinterpret information. Therefore, any analysis should be verified through pedagogical observation, conversation, and assessment by a qualified specialist.

Protecting personal data is particularly important in digital monitoring. Information about students should be collected only for clearly defined educational and preventive purposes, limited to what is necessary, not disclosed to unauthorised persons, and stored securely. Students and their parents should be informed about what data is being collected and why it is being used. Technological convenience must never take precedence over respect for human rights, dignity, and privacy.

Preventing deviant behaviour is not the responsibility of schools alone. Sustainable results can be achieved only through cooperation among families, educational institutions, the mahalla (local community), and relevant specialists. Digital communication channels make it easier to share educational guidance with parents, organise meetings, distribute useful resources, and inform

families about joint activities.Schools can prepare short webinars and electronic guides for parents. These can address such issues as communicating with adolescents in a trusting manner, agreeing on rules for internet use, recognising the signs of cyberbullying, and organising children's leisure time constructively. Class teachers should maintain regular contact with parents and, when problems arise, seek solutions through cooperation rather than blame.

It is also advisable to combine online and in-person activities in cooperation with the mahalla and youth organisations. Internet Safety Week, sports competitions, reading contests, creative clubs, and volunteering projects can help students spend their free time constructively. Digital announcements and registration forms make these activities easier to organise.

A number of challenges arise when digital technologies are introduced into preventive work. In some areas, internet speeds and access to technical equipment are inadequate. Teachers' levels of digital competence may also vary. In addition, the confidentiality of information on digital platforms, students' online safety, and the risk of excessive technology use must not be overlooked.

To reduce these challenges, practical training in digital literacy and cybersecurity should be organised for teachers and school psychologists. The platforms used in educational institutions should be user-friendly, secure, and age-appropriate. In areas with limited internet access, it is important to use offline versions of electronic materials and retain printed guides and face-to-face activities. Criteria for evaluating preventive outcomes should be established in advance. Relevant indicators may include students' knowledge of digital safety, their online communication skills, their willingness to seek help, classroom participation, and positive changes in how they organise their leisure time. It is not sufficient to measure outcomes solely by the number of disciplinary incidents. It is equally important to consider whether students feel safe, are able to ask for help, and are involved in positive activities.

CONCLUSION

In conclusion, the use of digital technologies to prevent deviant behaviour among students is one of the important areas of contemporary education and upbringing. Digital tools make it possible to provide knowledge about internet safety, identify students' needs, detect problems at an early stage, facilitate psychological and pedagogical counselling, and strengthen cooperation with families. At the same time, uncontrolled use of technology or treating it as a substitute for educational communication will not produce the desired results.

On this basis, the following recommendations can be put forward: first, introduce digital-literacy sessions appropriate to students' developmental stages in all classes; second, use confidential electronic survey and counselling tools in the work of school psychologists and class teachers; third, regularly provide parents with guidance on internet safety and healthy digital habits; fourth, involve students in sports, arts, reading, and team projects; and fifth, use artificial intelligence and automated analytical tools only under specialist supervision and in accordance with humanistic principles.

Most importantly, prevention should place the student—not technology—at its centre. When relationships with every child are built on respect, trust, and understanding, digital tools can

become valuable means of improving the effectiveness of educational work.

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