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Factors of victimization in social pedagogy

Abstract. *The article thoroughly and systematically discusses victimization factors. It provides a comprehensive overview and synthesizes the work of scholars who have studied victimization factors. The differentiation of victimization factors is one of the primary ways to prepare future social educators for preventing adolescent victim behavior. Currently, it is crucial to conduct a comprehensive examination of cultural, psychological, social, economic, and other factors complicating social relations. The authors of the article examine both subjective and objective factors in personal victimization. They offer a comprehensive review of victim factors, their influence, and their importance across various scientific domains.*

Keywords: *victimology, victim, victimization, function, social pedagogy, factor.*

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Introduction

Victimization factors are a set of circumstances in the life of people and society that determine the process of turning a particular person into a victim of a crime or contribute in one way or another to the implementation of said process.

In domestic science, the victim problem is still studied within the framework of the field of criminology. In the process of working on social and social issues, a social teacher works with victim individuals of various levels. To rehabilitate them or understand their problem more broadly, it is necessary to first look at the reasons why they are victimized. Of course, various methods can be used to determine the causes of victimization. Factors are considered as one of the ways to determine the causes of victimization.

In connection with the complication of social relations, various changes are taking place in the socialization of the individual. The reasons for the victimization of the individual are also different. In any question of victimology, first of all, it is necessary to identify the causes that lead to victimization. We take victimization factors as the leading cause of victimization. It is from this point of view that victimization factors are most important to recognize and know at the scientific level and to conduct a scientific review of them.

Research methods

In the course of the research work, the following methods were used in the classification of victimization factors: Comparative Analysis, System Analysis, and factor analysis methods.

Literature review

In the course of the research work, the works of researchers related to victimization factors were considered. A.V. Mudrik, M.G. Petrina in social pedagogy paid attention to the functions of victimology [1], K.V. Vishnevetsky paid attention to social factors [2], G.F. Biktagirova, R.A. Valeeva, A.R. Drozdikova-Zaripova, N.N. Kalatskaya, N.Yu. If the objective factors of victimization from the point of view of socio-pedagogical victimology proposed by A.V. Mudrik Stop [4], and D.v. Riverman classifies subjective factors of victimization in the individual [5]. E. V. Rudensky studies objective and subjective factors from a comparative point of view [6] and analyzes them with a comparative analysis of the views of other scientists. E. S. Fominykh considers the subjective internal and external causes of the individual's victimization factors in the conditions of a transitional society [7]. At the same time, the factors of victimization in the works of other scientists were considered.

Discussion

And K.V. Vishnevetsky defines factors as "a set of circumstances in the life of people and society that determine the process of turning a particular person into a victim of a crime or in another way contribute to the implementation of this process."

Social factors of victimization include:

- social strata of society;
- unemployment among the population;
- homelessness of children and adolescents;
- the ineffectiveness of the state's social policy in education, health care, culture, and other social spheres[1].

Russian researchers A.V. Mudrik, and M. G. Petrina in social pedagogy, focusing on the relationship of factors and pounds of victimology, first distinguish 4 specific functions.

Socio-pedagogical victimology as a field of knowledge has several functions:

- theoretical;
- cognitive;
- applied;
- humanistic.

The theoretical and cognitive function of socio-pedagogical victimology accumulates knowledge about its object and subject. They include analysis, synthesis, description, and interpretation of the studied processes and phenomena. To implement this function, you need to know at least the following:

- why certain types of victims of unfavorable socialization conditions arise in specific cultures. In its origin, it addresses the question of what connections it has with cultures. That is, what trends in the socio-economic and socio-cultural development of society contribute to or hinder their emergence;

- the study of the perception and recognition of certain types of victims in everyday life and the public consciousness, as reflected in myths, religion, and art;

- the nature of the perception of certain types of victims by various ethnic, confessional, socio-cultural, and sexual-age groups. Social positions and stereotypes that determine the attitude towards them and the behavior they implement in interaction with them;

- the nature of certain socio-cultural characteristics of the types and number of victims in modern society;

- considers the features of a person's perception of himself as a victim, their dependence on the type of victims, socio-cultural conditions, the origin, gender, and age of the person, personal characteristics, etc. [2].

The applied function of socio-pedagogical victimology involves the search for ways and means, and the identification of situations to improve the impact of a person on the process of

socialization to prevent, reduce and correct the possibility of becoming a victim of unfavorable social conditions. They need to be implemented:

- development and/or adaptation of methods for diagnosing the victimization of a person, depending on his tendency to be a victim of some kind;
- development and/or adaptation of diagnostic methods related to the victimogenicity of macro factors, mesofactors, and micro factors of socialization;
- identify specific tasks for the prevention and correction of victimogenic potentials of socialization factors, and work with specific types of victims of adverse socialization conditions.

The humanistic activity of socio-pedagogical victimology involves the study of existing and emerging problems in the activities and life of people who have become victims of adverse conditions of socialization since it is:

- development of tasks and setting goals to improve socio-pedagogical processes that create favorable conditions for the development, value orientation, and self-realization of the individual;
- development of ways and approaches to the humanization of social and correctional education;
- identify specific and optimal tasks and means of assisting specific categories of specific and potential victims of adverse socialization conditions at a certain stage of development of society and the state;
- to provide recommendations for improving legislation, Social Policy, and social practices about victims of adverse socialization conditions[2].

A.V. Mudrik, and M. G. Petrina state in their proposals for the implementation of the above-mentioned functions of victimology in social pedagogy in concrete ways, giving importance to the problems of practical content.

The implementation of the theoretical-cognitive, applied and humanistic functions of socio-pedagogical victimology create conditions for solving certain tasks within the framework of this branch of knowledge.

First of all, studying people of different ages with physical, psychological, and social deviations, decline, and socio-pedagogical victimology develops general and specific tasks, goals, content, forms, methods, and technologies of work on prevention, mitigation, smoothing, compensation, and correction.

Secondly, by studying the victimizing factors and the risks of the socialization process, Society, the state, institutions, and agents of socialization determine the possibilities of reducing, leveling, compensating, and correcting the impact on the development of a person depending on gender, age, and individual behavioral characteristics.

Thirdly, develops social and psychological, and pedagogical recommendations for the Prevention of socio-pedagogical victimology, identifying the types of people subjected to victimization at different ages, the sensitivity of representatives of a particular gender, age to certain victim opportunities, and threats of socialization factors.

Fourth, studying a person's attitude to himself determines the determinants of his perception of himself as a victim of certain unfavorable socialization conditions. The forecast of its further development, self-perception, and self-esteem, and also determine the possibility of assistance in correcting devictimization and devictimization [2].

Such a group of scientists as G.F. Biktagirova, R.A. Valeeva, A.R. Drozdikova-Zaripova, N.N. Kalatskaya, N.Yu. At the same time, it pays attention to the internal problems of each factor.

These factors are considered at the social level along with economic organizational and managerial, legal, psychological, cultural, and moral factors.

Economic factors include:

- economic crises;
- outdated production capacities;
- low salary;
- availability of monopolies;

- high inflation rates, etc.

Cultural and moral factors include:

- decline in morale;
- ideals of the criminal subculture;
- support for power worship;
- changes in priorities in the direction of consumer, selfish nature;
- neglect of the crime, etc.

the legal factors are as follows:

- soft laws,
- gaps in legislation,
- invalidity of the norms of law, etc.

Organizational and managerial factors of victimization are as follows:

- weak control over the activities of executive and financial authorities,
- with ineffective personnel policy;
- bureaucratization;
- low executive order;
- low level of disclosure of crimes.

All this leads to an increase in the risk of becoming a victim of crime, corruption, etc.

Psychological factors at the social level:

- increasing the aggressiveness of the population;
- fear, uncertainty about the future, etc. [3].

Some researchers often attribute ethnocultural, social, political, and economic features to objective factors. At the same time, it classifies victimization into macro factors, meso factors, and micro factors.

The objective factors of victimization from the point of view of socio-pedagogical victimology proposed by A.V. Mudrik include:

- unfavorable climatic conditions;
- the society and state in which a person lives;
- various disasters (political (war, deportation), environmental, natural disasters),
- special cases of specific microsocial and settlements;
- unfavorable living conditions in antisocial families [4].

D.V. Rivman divides the subjective factors of victimization in the individual as follows:

- self-awareness as a victim of socialization,
- the subjective perception of oneself,
- activity in an unfavorable environment,
- conflict, panic,
- temperament,
- features of the character, etc. [5].

E.V. Rudensky considers objective factors as follows.

Objective factors are environmental conditions that significantly affect the ability of a person to adapt to the situation in which he finds himself and socializes.

They include victimization factors:

natural and climatic, geopathogenic zones;
environmentally harmful production, air pollution by Transport, labor products, consequences of human activity;
state (public) – political system, criminality, the standard of living, etc.;
disasters – wars, earthquakes, floods, natural disasters;
peers of ecological-associative and antisocial orientation, “family of the risk group”, moral, and others. etc.

Objective factors often act in combination and interconnection with individual (subjective) factors. In this case, their victimological effect on a person is significantly enhanced. It is important to distinguish between the subjective and objective nature of victimological factors affecting the

personality, taking them into account to avoid and overcome the consequences of victimization in social and pedagogical work with it [6].

Subjective factors of the victimization process are considered by E.V. Rudensky from a comparative point of view and give the following opinion.

The subjective prerequisites for the victimization of a person are his characteristics and his position about himself. Subjective prerequisites are characterized by the following manifestations:

- genetic predisposition of a person and deviant behavior (mental, somatic, etc.);
- the tendency of the individual to react negatively to difficult life situations. It depends on the degree of stability and flexibility of a person, to a large extent on what he can withstand and how much he can resist. An example of this is the practice of involving people in various organizations (political, criminal);
- value orientations, their inconsistency with the requirements accepted in society, purposefulness, and ways of self-realization in life;
- development of moral and volitional qualities that do not allow the individual to make rational decisions and ensure their achievement;
- critical assessment of the situation, insufficient development of self-reflection and self-regulation, which determines the low ability to see problems and ways to solve them.

The subjective prerequisites for the abnormal socialization of a person (of a victimological nature) also include his characteristics, for example:

- special needs (limited opportunities) associated with deficiencies in physical, physiological, somatic, and mental development;
- the originality of temperament, which negatively affects the self-expression of a person, his communication, activity, especially joint activity;
- impressionability, which determines a serious, sometimes pathological reaction to the judgments of a person about himself. Such a phenomenon often leads to the fact that a person becomes a victim of various scammers, and wrong, careless people [6].

E.S. Fominykh considers the subjective internal and external causes of factors of victimization of the individual in the conditions of a transitional society.

It is advisable to start this problem by considering the features and properties of the internal (subjective/psychological) representation, in which external/social factors are tested. These include:

- psychodynamic basic properties of personality, including individual typological features of character and temperament, the emotional-volitional sphere, abilities, etc.;
- personal programming properties that determine the content-semantic programs of behavior and actions: the creation of victims of self-esteem (low self-esteem, high level of anxiety and anger, etc.); social properties of the individual (deformation of basic beliefs, negative communicative attitudes, violation of psychological sovereignty, reduced stress resistance, life, etc.).

External victim factors and situations can be systematized as follows:

- psychosocial deformation and dysfunctionality of the family: low socio-economic status of the family, immoral lifestyle of parents, mental health disorders of parents, the use of inadequate strategies and styles in family education, the use of violent methods of regulating the behavior of family members; deformed and scarce state of the main components characterizing family relations (attraction, mutual understanding, role competence of parents).
 - risks of the educational environment: violations of the psychological safety of the educational environment, non-compliance with sanitary and hygienic standards of teaching; shortcomings in the organization of the educational process; behavioral aspects of the interaction of teachers with students (aggressiveness, introerantism about students); conflicts at school, etc.
 - involvement in destructive subcultures: criminal, associative, extremist, religious sects.
- The prevalence of trends in art and culture (music, dance, etc.) that do not correspond to the moral norms for the implementation of personality activities.

- mass media (mass media, internet, television, radio): exposure to goods and images offered through advertising; online communication and meeting with strangers; lack of preventive methods of limiting the information that is not age-appropriate and harmful to psychophysical health (propaganda of violence, involvement in groups of suicidal orientation, etc.); the formation of various types of addictions - internet addiction, gadget addiction, screen addiction (addiction to watching cartoons in early and preschool children), etc.

- a set of socio-economic, political, ethnic, cultural, value, and other features inherent in the state and society and determining the uniqueness of the social state of the development of the individual and the quality of his life.

- geographical, natural-climatic, and environmental conditions of the environment, which determine a wide range of disorders of the physical and mental health of a person [7].

A group of scientists Ivshin, Idrisova, and Tatyana note that situational factors exacerbate the occurrence of affected situations and their further development.

Scientists classify as follows:

- individual psychological factors (features of the emotional sphere that make it difficult to adapt to society, temperament, abilities, etc.);

- psychological and pedagogical factors (unfavorable interpersonal development situation);

- socio-psychological factors (unfavorable features of interaction with the immediate environment);

- personal factor (the attitude of the subject to the norms, values, and rules of the social environment) [8].

Scientists such as A.V. Shaboltas, and K.N. Arakelyan emphasize situations in the family as a victimization factor.

The factor solution of the results of the study of intra-family characteristics of a potential victim, obtained using the methodology of the factor of passive victim behavior, is represented by 4 main factors:

1) the "satisfaction factor in interpersonal relationships" (including the variables "relationship satisfaction", "solidarity", "goodwill towards the spouse", "acceptance", "empathy", "decision-making", "emotional distance", "conflict") indicates the presence of a good emotional connection and high-quality communication between a teenager and his parents, their display of love and attention, the ability to understand the feelings and situation of the child.

2) "factor of satisfaction of the needs of the child" ("implementation of punishment and remuneration", "motivation for independent work", "satisfaction of the needs of the child", "inconsistency of the image of the child") combines the quality and quantity of the proposed assessment effects, the measure of satisfaction of the needs of the child, including by transferring responsibility to the teenager.

3) the "parental control factor" ("authoritarianism", "assertiveness", "Control", "Control" and "parental uncertainty") indicates the presence of features of the system of power and Control, declared in general multidimensional form. If the parents allow the teenager to know his affairs and interests, then, on the other hand, the teenager's doubts about the correctness of the educational efforts of the parents;

4) "a factor in the emotional climate of the family" ("parents' lack of peace with each other" and "hatred of the spouse"), which may be associated with disagreements in the parenting experience of the parents. This circumstance indicates the variability and instability of parenting methods [9].

Researchers K.I. Yurov and I.A. Yurov in the formation of victim behavior, great importance is attached to the factors of family and school education.

Factors of family and school education:

1) the requirements of the family and school for the child and the expected high level;

2) overload of the child (multifunctional load (school, music, sports, studios, languages);

3) raising a child as a "surplus value" (you must achieve what we have achieved or want to achieve);

4) upbringing by the type of hypersocialization (“the child himself is complete freedom” or hyposocialization (to protect the child from the realities of modern life or on the principle of “do as I do”)[10].

Psychologists, psychotherapists, and doctors have classified various psychological factors. They believe that factors that affect the psychological state of the victim include:

- age and gender characteristics;
- stress, depressive state;
- general health status, primarily psychological (psychological vulnerability, psychological injuries, etc.);
- the unacceptable concept of “I”.

At the same time, social factors are also indicated:

- social status and relationships with people;
- nature of work and financial position[11].

Research results

The purpose of our research is to elucidate the factors of victimization, in other words, to prevent unfavorable situations that can render an individual vulnerable to crime or harmful behavior. Enhancing the professional development of future social pedagogues specialists and comprehending the processes of victimization in society by formulating effective methods for preventing adolescent victim behavior. Examining the nature of victim behavior in children and adolescents and identifying the causes and factors of their predisposition to victimization constitute one of the key functions of social pedagogy. Hence, in our study, we conducted a theoretical analysis of scientific research by scholars in the fields of philosophy, political science, sociology, law, criminology, pedagogy, and psychology. Exploring these factors is crucial for developing programs aimed at preventing and safeguarding against adolescents’ propensity for victim behavior.

As a result of the analysis, the primary factors of victimization were identified and categorized:

The main factors of victimization

Factors of Victimization	Scientific Fields	Description
Social Factors	Sociology, Criminology	The social environment and circumstances, such as family structure, level of education, and social status, can make people vulnerable to crime.
Psychological Factors	Psychology, Pedagogy	Psychological aspects of the victim, such as their mental state, personality traits, and stress factors, can influence the likelihood of victimization.
Demographic Factors	Sociology, Criminology	Age, gender, and ethnic background can impact the likelihood of victimization. Adolescents and young adults are often more vulnerable.
Environmental Factors	Criminology, Sociology	Environmental factors, such as the crime rate in one’s living area and the quality of infrastructure, can significantly affect the risk of victimization.
Cultural Factors	Sociology, Psychology, Pedagogy	Cultural norms, values, and beliefs can influence how victims are perceived and how they report victimization.

This table offers a comprehensive overview of the factors of victimization and their relationship to various scientific fields. It also explains how each factor can make a person more susceptible to crime or harmful behavior. In addition, we decided to compile a table of the work carried out by scientists in this field of research.

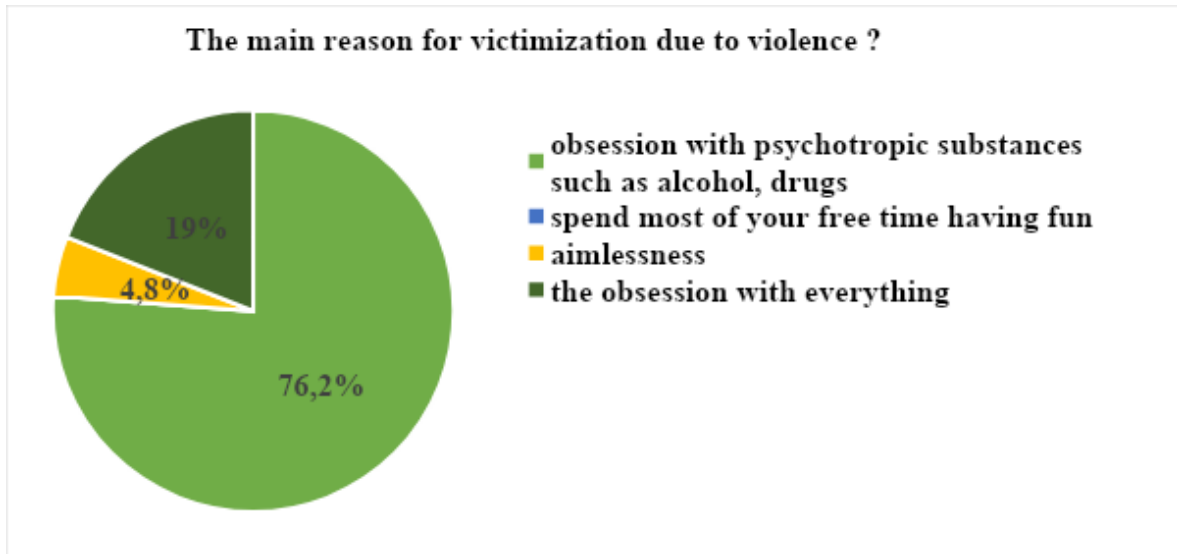
Researchers of victimization factors

Field of Science	Researchers' Names	Research Works
Criminology	D.V. Rivman	Criminal Victimology, 2002
Criminology	K.V. Vishnevetsky	Classification of Victimhood // Theory and Practice of Social Development, 2014
Sociology	G.F. Biktagirova, R.A. Valeeva, A.R. Drozdikova-Zaripova, N.N. Kalatskaya, N.Y. Kostyunina	Prevention and Correction of Victim Behavior among College Students in the Global Internet: Theory, Practice, 2019
Psychology	E.S. Fominykh	Psychology of Victimhood, 2016
Psychology	O.O. Andronnikova	Ontogenetic Concept of Personality Victimhood, 2019
Social Pedagogy	A.V. Mudrik	Social Pedagogy, 2018

These researchers and their works represent various aspects of studying victims in different scientific fields such as criminology, sociology, psychology, and social pedagogy. This allows for a broader and deeper understanding of the issue of victimization and the development of relevant methods and strategies for its prevention and mitigation.

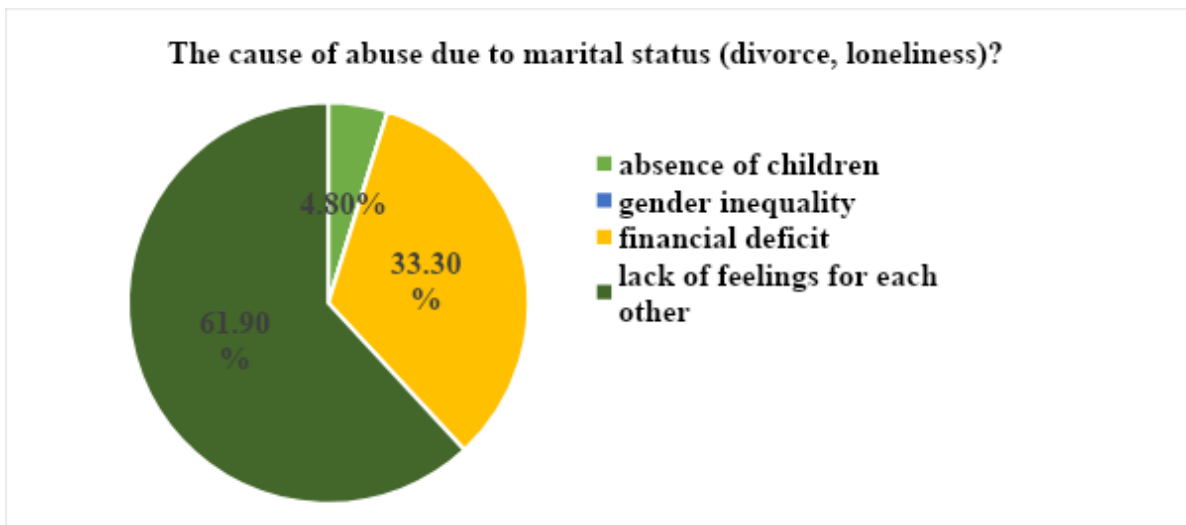
Analysis of research results

In the course of searching for the causes and influence of victimization factors in society, we conducted a survey on the topic «identification of victimization factors». A total of 50 respondents in the specialty «Social pedagogy and self-awareness» at the bachelor's level at Kazakh National University, named after Al-Farabi, and L.N. Gumilyov Eurasian National University participated in the study. The survey allowed us to collect data on how respondents perceive various factors of victimization. Analyzing the results of the survey, we can say: «the main reason for victims of violence?» The majority of respondents (76.2%) believe that the use of alcohol and psychotropic substances, (19%) excessive leisure, and (4,8%) aimlessness in life. Addressing these causes confirms the importance of addressing alcoholism and drug addiction prevention, representing a criminal factor overall. (1 picture)



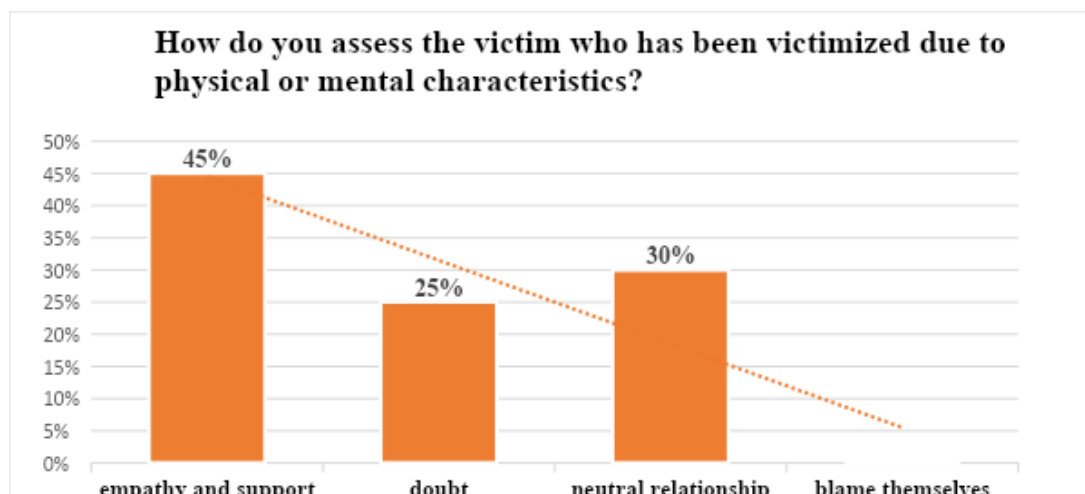
Picture 1. The main reason for victimization due to violence?

“The reason for abuse due to marital status (divorce, loneliness)?” Respondents (61,9%) indicated that the absence of family attachment and commitment, (33,3%) financial deficits, and (4,8%) the lack of offspring are considered the primary causes of violence related to social factors. This highlights the importance of family and social support in preventing victims. (2 picture)



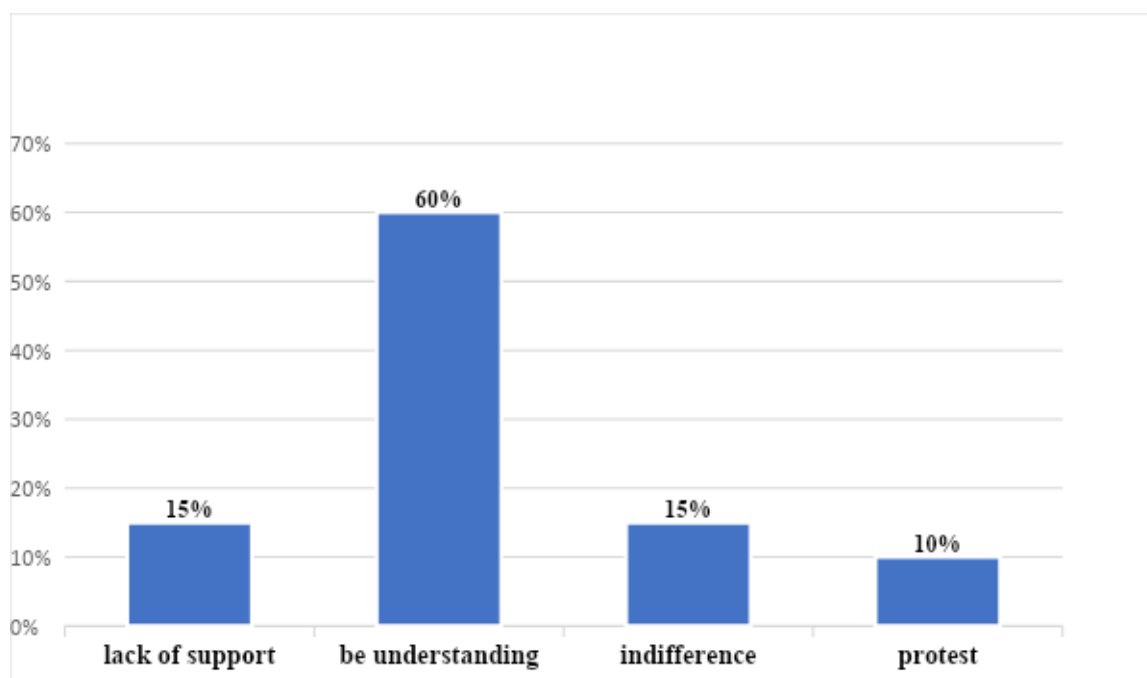
Picture 2. The cause of abuse due to marital status (divorce, loneliness)?

“How do you assess a victim who has become a victim because of her physical or mental characteristics?” We observe significant psychological factors influencing the answers to this question: (45%) sympathy, (30%) neglect, and (25%) distrust. (3 picture)



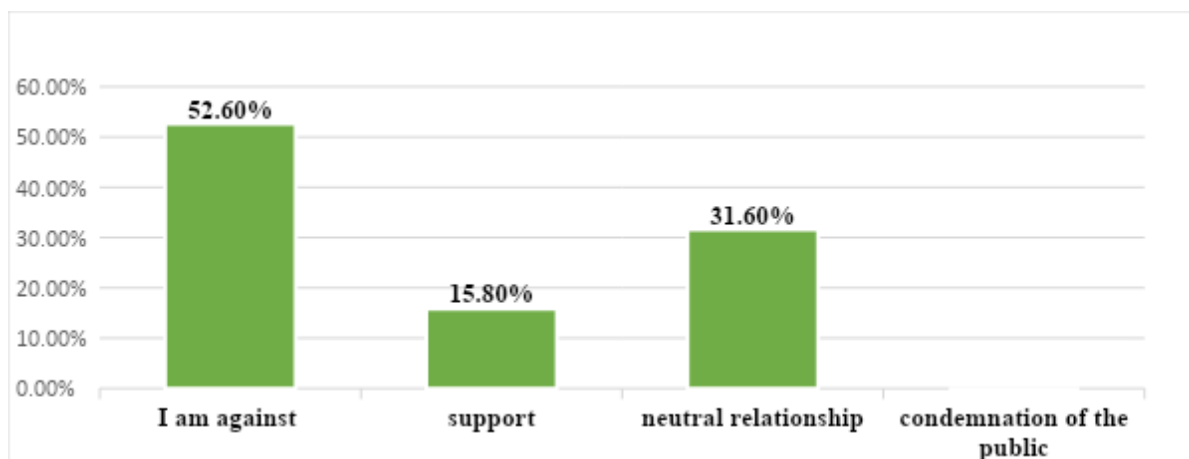
Picture 3. How do you assess the victim who has been victimized due to physical or mental characteristics?

“How do you feel about the victim who became a victim due to material values?” It is important to note that this issue is related to cultural factors. Understanding (60%) of respondents, lack of support (15%), indifference (15%), and strong opposition (10%) indicate the need for culturally sensitive approaches to victim prevention. (4 picture)



Picture 4. What is your opinion about the victim who was the victim of a crime for his religious views?

“How do you assess the victimization of teenagers? Answers to the question: - (52,6%) against, (31,6%) neutral, (15,8%) indicate an increase in the likelihood that adolescents will become victims in silence, suggesting that this may be attributed to the characteristics and challenges facing adolescents in modern society. (5 picture)



Picture 5. How do you rate adolescent victimization?

Our research examines the importance of analyzing the factors of victimization and their impact on society. Understanding the causes and factors affecting victims can help develop more effective prevention and support methods. The studies in the literary review, i.e. supporting the ideas of such scientists as A.V. Mudrik [4], D.V. Rivman [5] and E.V. Rudensky [6], emphasized the factors of sacrifice in their scientific works. This shows the relevance and significance of this problem for the scientific research of social pedagogy.

Studying the factors of victimization through a survey allows you to better understand how society treats victims and what causes can affect them. The results of the study emphasize the importance of taking into account various factors in the process of prevention, support and rehabilitation of victims of various types of victims.

The study of victimization factors through questionnaires allows you to better understand how society treats victims and what causes can be affected. The results of the study emphasize the importance of taking into account various factors in the process of work on the prevention, support and rehabilitation of victims of different types of victimization. Understanding these factors can help develop more effective strategies and programs to alleviate victims and prevent victimization. Given the diversity of opinions and points of view of the study participants, it is important to continue to study the topic and adapt the ways of working with victims to specific situations and victim factors.

Conclusion

In the research work, the factors of victimization were identified comprehensively. Reviewing the studies of scientists on victimization factors, we identified the following problems. As the development of science expands, its research and evaluation and Determination criteria develop. In the same way, scientists who comment on the factors of victimization are trying to consider this issue comprehensively, without coming to a clear consensus. The different opinions of scientists, on the one hand, are useful for researchers who are now working on this topic, and on the other hand, they create difficulties. At first, the variety of opinions prompts a person to approach the problem not from one side, but a multi-faceted and comprehensive expert point of view. On the one hand, this leads to objectivity. And if we take on the other hand, the abundance of these factors makes it difficult to choose a specific one in the research work and use it as the main hypothesis. In some cases, for example, research scientists take one as an external factor, the next takes it as an objective factor, and another takes it as a macro factor.

We came to the conclusion that the factors of victimization increase as public relations develop. In the research work, we considered System Analysis. Representatives of the systemic

direction adhere to the vision that “as public relations developed, they began to go from simple to complex, from irregular to systematic.” In the same way, due to changes in Information Technologies, the internet, and Public Relations, new types of victimization factors appear.

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Әлеуметтік педагогикадағы виктимизация факторлары

Аңдатпа. Мақалада виктимизация факторлары жан-жақты әрі жүйелі талқыланады. Виктимизация факторларын зерттеген ғалымдар еңбектеріне кешенді шолу жасалынып, қорытындыланады. Виктимизация факторларын саралап ажырату болашақ әлеуметтік педагог мамандарын жасөспірімдердің виктимді мінез-құлқының алдын алуға даярлауда алғашқы тәсілінің бірі. Қазіргі уақытта қоғамдық қатынастардың күрделене түсуі виктимизация факторларының мәдени, психологиялық, әлеуметтік, экономикалық т.б. жан жақты зерттеу маңызды. Мақала авторлары жеке тұлғаны құрбан етудің субъективті және объективті факторларын қарастырады. Олар виктимизация факторлары және олардың әртүрлі ғылыми салалардағы маңыздылығына жан-жақты шолу жасайды.

Түйін сөздер: виктимология, виктим, виктимизация, құрбан, функция, әлеуметтік педагогика, фактор, жәбірленуші.

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Факторы виктимизации в социальной педагогике

Аннотация. В статье подробно и систематически обсуждаются факторы виктимизации. Дается комплексный обзор и обобщается труд ученых, изучавших факторы виктимизации. Дифференциация факторов виктимизации является одним из первых способов подготовки будущих специалистов социального педагога к профилактике виктимного поведения подростков. В настоящее время важно всестороннее изучение культурных, психологических, социальных, экономических и др. факторов усложнения общественных отношений. Авторы статьи рассматривают субъективные и объективные факторы виктимизации личности. Они дают исчерпывающий обзор факторов виктимизации и их важности в различных научных областях.

Ключевые слова: виктимология, виктимизация, функция, социальная педагогика, фактор, жертва.

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