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## ЖАСӨСПІРІМДЕРДІҢ АГРЕССИВТІ МІНЕЗ-ҚҰЛҚЫН АЛДЫН АЛУ ЖӘНЕ КОРРЕКЦИЯЛАУДЫҢ ПРАКТИКАЛЫҚ МӘСЕЛЕЛЕРІ

### Аңдатпа

Бұл мақалада жасөспірімдердің агрессивті мінез-құлқын коррекциялау жұмыстары баяндалған. Бүгінгі таңда агрессия, жасөспірімдердің агрессивті мінез-құлқын мәселесі туралы психологиялық зерттеулерге үлкен орын беріліп, белсенді ғылыми-практикалық тұрғыдан ізденістер талап етілуде. Жасөспірімдер әлемінде жиі жағдайда қарым-қатынастағы шиеленістер, мазасыздану, тұлғалық даму мен мінез-құлқындағы ауытқулар, агрессия міндетті түрде кездесетіні баршамызға мәлім. Осыған байланысты психологиялық-педагогикалық міндеттердің бірі – жасөспірімдердің психикалық дамуындағы өзгерістердің себептерін тауып қана қоймай, оны түзету мен алдын-алу жұмыстарын практикалық тұрғыдан педагог-психологтың кәсіби тұрғыдан жүзеге асыруы өте маңызды. Сондықтан да жасөспірімдерді агрессивтіліктің деңгейін анықтап қана қоймай, сонымен бірге агрессивті мінез-құлқының алдын алу және түзету жұмыстарын жүйелі түрде жүргізген жөн. Жасөспірімдердің агрессивтілігінің алдын алу – бұл олардың мінез-құлқындағы агрессияны туындататын негізгі себептер мен жағдайларды жоюға бағытталған мемлекеттік, қоғамдық, әлеуметтік-дәрігерлік және ұйымдастырушылық-тәрбиелік іс-шаралардың кешенді түрде әсер ету үдерісі болып табылады.

**Түйін сөздер:** Жасөспірім, агрессия, мінез-құлқы, мазасыздану, тұлғалық даму, ата-ана, психокоррекция, жұмыс, тренинг, психологиялық әсер ету, эмоционалдық қысым, қарым-қатынас, мәдениет, әңгімелесу, сараптамалық бағалау, сауалнама.

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## ПРАКТИЧЕСКИЕ ВОПРОСЫ ПРОФИЛАКТИКИ И КОРРЕКЦИИ АГРЕССИВНОГО ПОВЕДЕНИЯ ПОДРОСТКОВ

### Аннотация

В данной статье изложена работа по коррекции агрессивного поведения подростков. Сегодня большое место отводится психологическим исследованиям по проблеме агрессии, агрессивного поведения подростков, востребованы активные научно-практические поиски. Как известно, в подростковом мире в частых ситуациях обязательно встречаются напряженность в отношениях, тревожность, отклонения в личностном развитии и поведении, агрессия. В связи с этим очень важно, чтобы одна из психолого-педагогических задач – не только находить причины изменений в психическом развитии подростков, но и профессионально осуществлять работу по его коррекции и профилактике педагогом-психологом с практической точки зрения. Поэтому важно не только выявить уровень агрессивности подростков, но и систематически проводить работу по профилактике и коррекции агрессивного поведения. Профилактика агрессивности подростков – это процесс комплексного воздействия государственных, общественных, социально-врачебных и

организационно-воспитательных мероприятий, направленных на устранение основных причин и условий, провоцирующих агрессию в их поведении.

**Ключевые слова:** Подростковый возраст, агрессия, поведение, тревога, личностное развитие, воспитание детей, психокоррекция, работа, обучение, психологическое воздействие, эмоциональное давление, общение, культура, беседа, экспертная оценка, опрос.

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## **PRACTICAL QUESTIONS RELATING TO PREVENTING AND CORRECTING CHILDREN'S AGGRESSIVE BEHAVIOR**

### *Abstract*

This article presents the correction of aggressive behavior in teenagers. Today, there is a large amount of psychological research work devoted to the problem of aggression and aggressive behavior among teenagers, so active scientific and practical research is needed. As you know, tension in relationships, anxiety, and deviations in personal development and behavior are often encountered in the teenage world. In this regard, it is very important that one of the psychological and pedagogical tasks is not only to find the causes of changes in the mental development of teenagers but also to carry out work professionally on its correction and prevention by a teacher-psychologist from a practical point of view. Therefore, it is important not only to identify the level of aggressiveness of teenagers but also to systematically carry out work on the prevention and correction of aggressive behavior. Prevention of adolescent aggression is a complex process of state, public, social-medical, and organizational-educational measures aimed at eliminating the main causes and conditions that provoke aggression in their behavior.

**Keywords:** Teenagers, aggression, behavior, anxiety, personal development, raising children, psycho correction, training, psychological impact, emotional pressure, communication, culture, discussion, expert assessment, survey.

### **INTRODUCTION**

World civilization has reached a new stage of development in the 21st century. The strategic goal of the modern education system of the Republic of Kazakhstan is to create favorable conditions for the formation of an educated, competitive, and creative person who is prone to a rapidly changing life. That is why it is pedagogues-psychologists' task to provide students with appropriate education and create conditions for their development. It is important for the teacher to make a positive change in his experience and deeply understand the need to evaluate the expected results. It can help students form skills that will help them develop comprehensively and find themselves in their future lives[1].

Currently, the growth of social uncertainty in society, the intensity of socio-economic changes, and new types of information and communication technologies have caused the emergence of various problems among students in schools, colleges, and universities.

Correctional work to prevent the aggressive behavior of teenagers has its own features. It is more effective to work independently with teenagers. First of all, correctional work should be started in parallel with the family. It is necessary to start psycho corrective work only after diagnosing the relationship in the family and its level of disharmony on an individual and group basis.

In recent years, aggressive behavior among school-aged students has been at a high level. According to K. Lorenz, aggressive behavior can be simplified, and some actions can be controlled. It is indisputable that a person achieves good results by regulating and controlling his own aggressive behavior. It is possible to gain students' trust and relieve negative effects by

providing more psychological help and organizing psychological training. Using games and psycho-exercises can help students to relieve the negative impact and also increase their self-confidence, develop their cognitive sphere, and create friendly relations [2].

Both parents and teachers should be involved in psycho corrective work, and they have to be advised on the problems that students have. We can see the results only when we do enough work with the adults involved in students' education.

Psycho corrective work is a set of psychological methods used by a psychologist to correct the shortcomings of a mentally healthy person (R.S. Nemov). There is no doubt that a person can achieve many successes by regulating and controlling his aggressive behavior. It is possible to gain students' trust and help them to relieve negative effects by providing more psychological help and organizing psychological training [3].

Aggressive adolescents are a group of children who need help and are prone to rejection by adults. Adults and peers may not accept or reject aggressive adolescents due to their ignorance and lack of understanding of the reasons for their behavior. To prevent aggressive behavior means to take measures aimed at preventing social and psychological factors that cause aggressive behavior in students.

Correction of aggressive behavior in teenagers is a psychological influence aimed at identifying aggressive actions in order to ensure the full development and functioning of the adolescent personality. Psychological correction is a type of activity by a school psychologist aimed at correcting a child's aggressive behavior with the help of special psychological influences. There can be two types of psychological adjustment: individual and group work. A psychologist engaged in individual psychological correction works with the student without the presence of other people [4].

#### **MAIN PART.**

The main goal of psychological correction programs for aggressive teenagers is the psychological correction of adolescents' personal features.

Tasks of psycho corrective work with aggressive teenagers:

- to introduce teenagers to the features of the formation of human personality types.
- to acquaint teenagers with the features of aggressive behavior, the factors influencing this behavior, and ways to deal with it.
- to reduce the level of aggression.
- to reduce emotional pressure and anxiety.
- to develop the ability to understand the emotional state of another person and the ability to adequately express one's feelings.
- to teach effective ways of communicating.
- to work with the personalities and emotional spheres of teenagers.
- to do behavior correction work with the help of role-playing games.
- to form the moral concepts of adolescents.
- to teach for self-relaxation.

There is an interaction with a group of students during the group psychological correction work, so the reduction of the level of aggressiveness is achieved through mutual influence and mutual communication between students. Several directions of work are proposed to work with aggressive behavior. If they are performed in the right way, they can give positive results.

Training is a set of correctional activities carried out by a group. During the training, there are different types of psycho corrective groups depending on the psychological problems faced by the participants and the solutions they require. Their selection and use depend on the problems faced by the client and which scientific beliefs the psychologist supports. These beliefs can be briefly classified into the following groups [5].

Psychologist Kurt Lewin and his colleagues organized the work of the first psycho corrective training groups (T-groups) in 1946. Together with the participants, they discussed the experience of the group and the results of the activities organized there. As a result, they deeply understood the circumstances of the psychological problems faced by the clients and determined ways to solve

them. It was clearly seen that such groups have a lot of potential to teach people the culture of communication and ways of communicating. Some T-groups called them sensitive groups due to their great influence on the consciousness of the participants.[6].

The leading concepts of the T-group are teaching laboratories, teaching ways of learning, and the 'here and now' position. The main task of the teaching laboratory is to enable the participants to try out a new practice of showing comfortable behavior to others in a safe environment.

According to the 'here and now' principle, each person should be taught to behave in accordance with the current situation without being guided by previous events in his life or related experiences.

The main purpose of T-groups is to show positive behavior patterns to all participants and teach them how to use this knowledge and skills in the family and in the workplace.

According to the definition of I.D.Yal [7]. 10 factors characteristic of the vast majority of T-groups can be identified. They are:

1. Collectivism: convincing the group members that they have opportunities to strengthen interpersonal relationships and show unity.
2. Intention to convince: to convince that as a result of group processes, there will be positively evaluated qualities; to convince of success in the future.
3. Concluding: to show that the client's problem is not unique and similar situations may occur in others.
4. Altruism is the idea that each person needs others.

*Providing information means giving information on personal characteristics and interpersonal relationship characteristics.*

1. Transferring to many things is to change one's negative emotional state to inanimate objects.
2. Teaching each other is about creating an environment for group members to try out emotional reactions and new types of behavior.
3. Interpersonal communication skills are a direct or indirect demonstration of the flexibility of the participants to communicate with each other during group activities.
4. Imitative behavior: forming a desire to repeat and learn the behavior of others, strengthening the ability to show positive behavior to others.
5. Catharsis is the creation of conditions for getting out of the psychological tension that has been clearly identified or is going on inside during the communication between the group members [8].

During the training, it is necessary to allow the members of the leading group to choose the types of activities and praise the activities of each of them. The activities of the training group and the psychological problems of each participant should be kept secret, and conditions should be created so that no one's soul is stained.

*Research in T-groups goes in two directions:*

- studying the group processes;
- evaluating the group effects.

The next task of T-groups is to teach each person to know himself and others. This work consists of several stages:

- introducing oneself to others;
- feedback;
- conducting an experiment;

Most of the approaches and techniques used in T-groups are based on confrontation.

Confrontation is a very active form of communication that encourages the other person to analyze and change their relationship.

*Work with aggressive students should be carried out in three directions:*

- To teach aggressive students how to express anger correctly.
- To teach students self-control and control skills in conflict situations.

- To learn to understand others, to feel, to worry about them, to trust others.

*Two main directions should be taken into account during correction work:*

- work with potential aggressors (teachers, parents, students);
- work with potential violent bystanders.
- The main conditions for correcting aggressive behavior are to:
  - direct to a positive situation in the social environment;
  - develop a communication culture;
  - maintain emotional balance such as unity, mutual understanding, and warmth.

In this regard, it is necessary to speak with teenagers in a good mood, comfort them, trust them, involve them in various interesting activities, praise their achievements, and get "feedback". In order to work with aggressive adolescents effectively and provide behavioral intervention of the child's personality in schools, it is required to have theoretical and practical knowledge in the fields of psychology and psychological diagnostics. A specialist dealing with this problem should be able to work in practice with psychological methods and have the ability to conduct and organize various psychological trainings in order to correct and prevent the aggressive behavior of teenagers [9].

A number of methods have a special place in determining the aggressive behavior of teenagers. In particular, the method of observation This method is also widely used to study the child's aggressive behavior. The purpose of this method is to determine the characteristics of positive and negative factors in the interaction process of adolescents with teachers and peers during studies and other activities. Parents, teachers, and class leaders record observation data according to the psychologist's request. Observations by a psychologist and a teacher during or outside the lesson allow for reliable information about the student's personality.

In the process of monitoring the aggressive behavior of students, the criteria developed by American psychologists M. Alvord and P. Baker can be used. If the child shows four of the eight signs given below after six months, then he can be called aggressive.

In the 1970s, under the leadership of M. Forverg at the Universities of Leipzig and Jena, a method called socio-psychological training was prepared [10].

*Signs of aggressive behavior in teenagers:*

- often cannot control himself.
- often argues and scolds adults.
- often refuses to follow the rules.
- often makes people angry on purpose.
- often blames others for their mistakes.
- often gets angry and refuses to criticize certain things.
- revengeful and jealous.
- sensitive and reacts quickly to various actions of people (children and adults) that anger him.

The interview method. It is used to determine the relationship of adolescents with their parents and other family members, teachers, and friends at school and outside of school. Interview materials allow us to see the causes of aggressive behavior in adolescents from the point of view of adults. It is possible to determine who is responsible for his misbehavior. During the conversation, it can be found out how teenagers explain the reasons for their aggressive behavior and what kind of moral assessment they give to it [11].

*Expert evaluation method.* This method makes it possible to determine the level of aggressive behavior in a student during the monitoring process by several experts. It can be subject teachers, class leaders, coaches of the sports section, parents, older brothers, or aunts. Experts are given a 'tracking card' (similar to Stott's card), several behavioral signs of a child that describe aggressive behavior, and also a rating scale that evaluates them: always: 3 points; depending on the situation: 2 points; sometimes: 1 point; never: 0 points. Each expert evaluates the frequency of aggression using a score. After that, the average indicator is calculated for each observer [12].

*Survey methods.* One of the methods for studying aggressive behavior is a survey. But, unfortunately, as A. Bass said, surveys are not widely used in the study of aggression. He says that it is possible for children to show themselves in the best way while answering questions. This process is called "social necessity". Survey methods use questionnaires, personality surveys, and tests. The peculiarity of the survey method is that it is conducted quickly, requiring the participation of many people, and the quantitative results of the obtained data. The disadvantage is that children give false answers to survey questions in order to try to look good socially.

The most suitable method for the psychological diagnosis of aggressive behavior is Bassa-Darki's questionnaire, which is widely used in the study of the aggressiveness of adolescents [13].

*Project methods.* Students' drawings can say more than we think. Students reveal what they have hidden from teachers and parents using paint and pencils. Students sometimes cannot express their problems, stress, and fears in words, but they can express their aggressive behavior on paper through pictures. According to studies conducted on 60–80% of students, they have some form of aggressive behavior, but they may not show aggressive expressions in their actual behavior. That is, aggressiveness should be considered only as a prerequisite for aggressive behavior. However, its manifestation in real behavior depends on the real social situation of students. The following project methods are recommended to determine the level of aggressiveness in school-aged students. Projects are the results of students' activities. They are pictures, sculptures made of mud, toys, and various applications. When doing picture tests, students usually enjoy talking about what is written on the paper, enjoying the adults' interest in the picture. The child tries to show his problem through a picture [14].

*In order to work with the aggressive behavior of teenagers, the following psychological training can be used:*

Exercise #1: "Introduce yourself by name." Purpose: to introduce each other. Procedure. Presenter: You are an actor in a silent film. Your goal is to make memorable gestures with facial expressions and movements. Then say your name out loud.

Exercise #2 "Anger situation". Purpose: to guide people to cope with anger. Procedure. Presenter: "Recall a time when you were very upset and angry. You have to talk about your feelings at that moment. Then play and analyze that moment."

Exercise #4: "Metro Story". Purpose: to feel the differences between asking, requesting, and ordering. Procedure: The presenter offers to reenact the incident that happened in the subway. Difficult teenagers are sitting, and next to them is a retired grandmother. They need to ask for a seat. There can be several people requesting a seat. Teenagers behave accordingly. There was a different exchange of opinions about who asked for a seat and how. Together with the students, the teacher distinguishes between the concepts of "request", "ask" and "order".

Exercise #5: Types of Interaction Purpose: to distinguish types of communication and be able to use the right type in life. Procedure. Presenter: "Cooperation is the most ideal way of interaction; parity is an equal relationship based on the benefits of both parties; competing is to compete in a fun way and reach a high level." The driver asks the children to give examples of their relationships with their peers and adults.

Exercise #6: "The World of Feelings". Purpose: to understand the essence of feelings by playing and showing. Procedure. The presenter offers each child two handouts. The following feelings are represented in yellow and green: Yellow handouts: joy, hope, love, seriousness, kindness, courage, friendship, and confidence. Green leaflets: grief, sadness, anger, resentment, anger, and revenge. Children take turns expressing feelings non-verbally on the handout.

*The presenter asks questions:*

- What kind of feeling is easy to show?
- What difficulties arose during the presentation?

Exercise #7: "It's sunny". Purpose: to give a good mood, to teach the child to understand his own mood, and to evaluate it. Procedure. Presenter: "Relax your body, relax, and close your eyes. Feel like you are on the beach. The sun is shining brightly. Feel the warmth of the sun." Analysis.

Exercise #8: "Farewell". Purpose: to identify and summarize the received feelings. Procedure. Presenter: "Sit around, hold each other's hands, silently look at the face of the neighbor, and give a kind and beautiful smile". A child mentions the good qualities of his neighbor, and so on. Psychological counseling work is a very important part of the school psychologist's activity. Counseling is conducted with teachers, students, and parents.

Aggressive behavior among teenagers is one of the most urgent problems nowadays. Adolescents are conflicted, have insufficient self-regulation, can't express their feelings correctly for society, have insufficient formation of their values, and lack moral understanding. The personal development of the student determines his individuality in connection with the socio-cultural environment that is, how the child enters the process of socialization and adaptation.

The structure of correctional work classes: here the structure of all classes is the same, but if possible, it can be changed and only individual components can be used.

The general structure of the lessons is as follows:

- Greetings and farewell.
- Conversations, lectures, and discussions.
- Conducting communicative games and games for training mental processes.
- Group and individual drawings.
- Etudes of psycho technical exercises, expression of feelings, and presentation of standards of behavior in various situations.
- Movement games and dynamic relaxation.
- Autogenic exercises, breathing exercises, and meditation.
- Free drawing and listening to psychotherapeutic stories in one systematic discussion.
- Talking, discussing personal pictures and stories.

Anxiety and distraction; modules of cooperative and individual work are alternated in the structure of the lesson. Their alternation creates a pleasant, favorable environment for relaxation and self-relaxation, reducing emotional and muscular pressure.

Necessary materials: tape recorder; specially recorded cassettes for meditation and relaxation; blanks depicting feelings and emotions; cards with certain situations; blanks with positive qualities; candle container, candle, scotch tape, scissors; paper, pencils, erasers, pens, colored pencils for drawing; soft toys and blindfolds.

The effectiveness criteria of these works are the development of personal qualities in adolescents, the release of creative resources, the creation of a harmonious environment in their inner world, the flexibility and adequacy of self-esteem, the demonstration of positive dynamics in behavioral actions, the reduction of anxiety and emotional pressure, and the reduction of aggressiveness [15].

All types of communication training with schoolchildren and their parents are used in the correctional process; they help children learn specific forms of behavior and teach children to take responsibility for the occurrence of various phenomena in their souls and to look for ways out of tense situations.

**RESEARCH MATERIALS AND METHODS.** The preferred methods used are mainly the project method, analysis and synthesis of scientific and methodological literature, content analysis of the curriculum, collection of authentic documents, analysis of normative documents, video recording, and technical editing of the project.

### **RESULTS AND DISCUSSIONS.**

*Suggestions for correcting aggressive behavior in teenagers:*

- Correction of aggressive behavior in teenagers should, first of all, start with parents. Remember, it is impossible to correct aggression in your child without the necessary changes in the family.

- The child needs to feel that his parents love, value, need, and accept him at every moment. Do not be ashamed to love and pity him.

- Do not say bad things about other people; do not give in to anger; and show effective behavior.

- Raising one's voice and banning does not give effective results in overcoming aggressiveness. Only after understanding the reason for such behavior will we achieve better results.

- Build empathy as a skill.

- Give your child a chance to vent his aggression and focus on what he's doing (for example, punching a pillow).

- Do not try to suppress the child's desire to express himself; look with understanding and come to a common decision.

### **CONCLUSION.**

In conclusion, in order to ensure the prevention of aggressive behavior among students, the school management should ensure close interaction among subject teachers, class leaders, social pedagogues, and educational psychologists on the early identification of aggressive and "at-risk" children. Unfortunately, in most cases, psychological work is limited to students and subject teachers. As parents are busy with work and rarely go to school, they stay away from psychological counseling and help. That is why it is necessary to strengthen and increase the importance of counseling to parents, not limiting the psychological help at school only to students and subject teachers. It would not be better if recommendations on ways to prevent and correct the aggressive behavior of teenagers were distributed to parents through booklets and brochures.

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