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PSYCHOLOGY AND SOCIOLOGY

FORMS OF WORK OF THE PSYCHOLOGIST-PRACTICE

Чикова И.В.

ведущий научный сотрудник научно-исследовательской лаборатории,

к.пс.н., доцент

Орский гуманитарно-технологический институт (филиал)

Оренбургского государственного университета, Россия

ПУТИ ФОРМИРОВАНИЯ КОНСТРУКТИВНЫХ ПАТТЕРНОВ У АГРЕССИВНЫХ ДОШКОЛЬНИКОВ

Рассматривая проблему агрессивности ребенка в дошкольном возрасте и феноменологические ее основания, закономерно возникает вопрос о технологии, методах преодоления, коррекции данного поведенческого расстройства.

В этой связи, Смирнова Т. П. выделяет следующие направления коррекционной работы с агрессивными детьми:

- обучение агрессивных детей навыкам контроля и управления собственным гневом;
- обучение ребенка отреагированию (выражению) собственного гнева и всей негативной ситуации в целом приемлемым способом;
- обучение ребенка конструктивным поведенческим реакциям, снятие деструктивных элементов в поведении;
- снижение уровня личностной тревожности;
- формирование осознания собственных эмоций и чувств, других людей, развитие эмпатии [3, с.64].

Основная задача работы психолога с родителями и педагогами ребенка, проявляющего агрессивность и агрессивные вспышки, включает в себя:

1) переключить внимание взрослого с фиксации на негативном поведении ребенка на собственные неконтролируемые негативные эмоциональные состояния, так как умение взрослого владеть собой является лучшим гарантом адекватного поведения детей;

2) необходимо также помочь педагогам и родителям овладеть приемами конструктивного, позитивного общения в целях исключения ответной агрессивной поведенческой реакции со стороны детей или погашения уже имеющейся.

Психолог, находясь в группе детей и наблюдая агрессивные вспышки ребенка, может научить воспитателя использовать следующие приемы воздействия на ребенка:

- использование физического препятствия перед назревающей вспышкой гнева;

correct decision in need instances in connection with definition of possible changes in destiny of the child (definition in special teaching and educational establishments, deprivation of the parental rights, adoption etc.) Consultation as the consultant-expert at decision-making of features of mental development of the child on demand of the national judge, guardianship bodies; concerns the self-management organization, participations as the adviser for planning of teaching and educational action on the basis of psychology-pedagogical features to result according on age of children education process.

And also, teachers-psychologists spend works on perfection and psychological correction. This direction represents active influence of the teacher-psychologist on process of personal and individual formation of the child. Its duty is the direction of pedagogical activity, to give the help to pedagogical collective at training and education of children, development of their abilities, the propensities, providing conformity of specifications on age of each child. In this direction the special place has correction of changes and infringements in behavior and study, deviations in development of children. [7].

All know that at schools, boarding schools, in preschool centers is instability of shots, especially among teachers-psychologists. Because, first, didn't find the status of the teacher-psychologist at school structure. Secondly, we don't have the legal-tandard documentation which regulates the teacher-psychologist's actions. Thirdly, powerlessness of the expert at an estimation of skills, abilities, knowledge grades criteria of the psychologist. Fourthly, absence of the uniform requirements shown to toolkits used teacher-psychologists. And also absence an original technique specially adapted to ethnocultural features of Kazakhstan, there are not any laboratories, complies to requirements of psychometric.

So, summing up, for realization of teacher-psychologist's activity at school is necessary broad education, at first it is necessary to master thoroughly this trade for them, there should be data on this trade and vocational training. Because, the expert of the teacher-psychologist, who know specificity of work with people, should have such qualities as ability to communicate with people, skill at work, self-control and ability to gain people and to convince of the words, organizational abilities.

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MODERN TENDENCIES IN THE METHODOLOGY OF PSYCHOLOGICAL RESEARCH

Zhubanazarova N.S.

The candidate of psychological Sciences, associate professor

Sadykova N.M.

The candidate of psychological Sciences, associate professor

Absattar Zhaina

4 kurs student

Auken Zheniskul

3 kurs student

Kazakh National University named after al-Farabi,

Kazakhstan, Almaty

THE ORIGINS OF THE FORMATION AND DEVELOPMENT OF TOLERANT / INTOLERANT IDENTITY IN ADOLESCENCE

Adolescence has always attracted and attracts the attention of most different researchers. Despite the significant amount of accumulated Psychology variety of data about the specifics of development in adolescence age, numerous attempts to solve the problems of this period of development, it remains one of the most difficult to account for periods of child ontogeny. Thus, the literature remains fairly widespread belief that the whole adolescence is a development crisis, with all its external consequences. Adolescence worst start to learn, they have lost cognitive interests, they become rude adults, some realize the antisocial behavior – that is not an exhaustive list of characteristics of adolescence. This position is exacerbated by the fact that, as noted in the literature, at this age are beginning to be realized, and lays the deviant forms of behavior [1].

On the one hand, all or many of the negative characteristics of the adolescent period of development can be explained by the fact that adults do not understand the psychology of adolescents and, accordingly, do not create conditions for learning and development appropriate to their age. On the other hand, there are some reasons to say that many of the negative manifestations of adolescents are not only natural but also vital.

In psychology, accumulated data suggesting that in adolescence begins to develop rapidly self-consciousness. As shown in several studies the formation and development identity contributes to the separation of the social world into «us» and «them».

Given the sensory development of adolescence for the development of consciousness from the very beginning we can assume that in this age occurs and develops the image of the other, as a condition and the mechanism of self-perception and identity. For the formation of identity in adolescence age is no other way, the image of «foreign» becomes an important point.

The concept of the «image of someone else» is often used in the psychological literature as the closest in meaning to the concept of «enemy image». The phrase

«enemy image» is quite common, including those in the literature, scientific, but to date it remains descriptive and has more the nature of metaphor than of scientific concepts. However, the analysis of concepts «Foreign» and «enemy image» as a rule, they are used as the antipode the notion of «your.» However, as stressed by many authors, «the image of someone else's» and «enemy image» are often the basis for intolerant (LS Vasil'ev, AL Ryabinin, Dzyaloshinskii IM) and the wrongful conduct. As follows from the legal and psychological literature, often «Foreign» and especially his perception of a teenager is the main motive for the illegal actions teenager [2]. Probably because of the teenagers are often «on the other side» of normative behavior and often in the dock. Thus, there is a contradiction, which consists in the fact that, on the one hand, the «image of the stranger» helps teenagers understand themselves, and on the other hand, can become a psychological basis for the wrongful conduct. The resolution of this controversy is possible if we assume that the tolerance / intolerance in the aggregate are the characteristics of the adolescent period of development. Proof of this hypothesis can be a number of facts, in particular, obtained in our empirical study and identified in the analysis of the psychological literature.

So, it was found that tolerance / intolerance have different content depending on the psychological age of the subject and thus have different meanings for personal development. For teenagers, for example, the quality of tolerance/ intolerance, as noted, are characteristic of the age. At the same tolerance teenagers

and tolerance of an adult human are fundamentally different psychological significance. If the adult is understood that Tolerance is good, and intolerance, bad for a teenager is the assertion is debatable. In other words, if the adults psychologically oriented social norm for understanding that to be tolerated well, even though the actual characteristics others, the young in its development and perception of the world respectively, are oriented to a specific classification of people. In this sense, is always someone for them to «their and some «other». Thus, to be tolerant for a teenager, then what is to go against logic development of his mind and personality.

Thirst for teenagers to join in a variety of companies suggests that those who are not part of them are «strangers.» The study Elkonin and TV Dragunova [4] has shown that teenagers spend all the time in the team peers and that these groups are very mobile. Similar data were obtained in studies of D. Feldstein, M. R. Ginsburg, and others. That there is a need to communicate with peers serves as characteristic of this age. We can say that in these communities Teen gets an opportunity to reflect on and understand someone aspect of his behavior and activities (the one under which formed one or another company). Thus, for a teenager almost every moment of his life is a «foreign», which often begins to play the role of «enemy.»

This allows us to do, seems to be an important conclusion, concerning the fact that a stranger or even an enemy is a prerequisite for mental and personality development in adolescence, for to self – determination. However, the need to pay attention to the fact that these concepts does not become the basis for the development of antisocial personality.

From our point of view, this indicates that the application the concept of tolerance to the analysis of personality traits and behavior of adolescents has certain limitations. These limitations are of two kinds. If the first due to the fact that this concept

eliminates the concept of «its» from the analysis of adolescent behavior and activity, the latter relate to psychological characteristics of adolescents who testify that the identity of a teenager fundamentally intolerant.

There is reason to say that the concept of tolerance in its entirety characterizes only the identity of an adult. To date, the Despite a variety of research in the field of tolerance, yet identify the mechanisms that contribute to the formation of a tolerant person, there are no clear signs of tolerance in the different manifestations of psychological age, are not defined terms of the development of tolerance.

In addition, a review of existing concepts of tolerance can be seen that the term includes only the ratio of «Alien» is actually ignoring the problem of perception of «their» and thus himself. It also introduces limitations in the analysis of behavior in adolescents under the concept of tolerance. For teens, it is very important relationship with «their». These «own», according to a teenager like him.

This, from our point of view, the restrictions also makes the analysis of behavior in adolescents under the concept of tolerance. Theoretical analysis of the problem of tolerance / intolerance, carried out in the literature, and empirical data of our study allow to state that intolerance during adolescence is closely related to tolerance. In this case,

On the one hand, this relationship is an objective which assumes their existence and the realization of unity (in the case of normal development). At same time, on the other hand, the relationship of tolerance and intolerance subjective. In other words, defining a «foreign» or even «the enemy», a teenager at the outset identify themselves with «their».

Thus, the image of the «alien» in terms of a teenager is opposite to him. The negative characteristics attributed to «someone else», rejected by him. If the «foreign» is characterized, for example, mean, no matter how objective this characteristic, «Their» and therefore he must have a teenager characteristics opposite of avarice. Thus was born the concept of substantive content «Their» growing into self-identity. Of course, the development of the concept of «their» contribute to many factors, but it's hard to deny that it is due to «other», the concept of «their» not only enriched, but also represents a special significance and value to the individual.

All the above allows, in our view, to formulate the following hypothetical situation regarding features of tolerance in adolescence. Personality development at teenager's age involves the formation of such personal characteristics that can be provisionally designated as tolerance / intolerance. They are phenomenological similar, but have a different psychological nature than their counterparts in the adult. These characteristics are associated with the emergence of a meaningful and arbitrary division between «us – them». The boundaries between the «Their» and «strangers» are mobile and volatile, constantly changing and the grounds on which these or other subjects related to «his» or «stranger.» In this sense, the emerging dichotomy between «us – strangers» «we – they» being essential for the development of self-consciousness and «I-concept» personality, it becomes necessary psychological condition of formation personality as tolerant or intolerant. In other words, the selected features of the mental and personal development of adolescence can be the basis for the development of tolerance, and may promote intolerance. We conducted an empirical study of the peculiarities of different categories of adolescent aggression confirms this suggestion. We began the study of tol-

erance of intolerance in adolescents with aggressive, since it is this characteristic, according to many researchers, is an integral feature of the intolerant person [3].

However, these results allow us to speak more about other regularities in the development of adolescents with different levels of socialization. Thus according to the analysis of the results can be done a number of important findings that characterize the aggressiveness of offenders. The strength of motivational tendencies toward aggression and confront the power of motivational trend towards a positive communication with young offenders were the same as that of students in regular schools in Moscow. By itself, a motivational tendency to aggression is not sufficient factor for the manifestation of destructive aggression. Destructive aggression offenders dictated by fear of social interaction, due to the lack of mechanisms of social interaction, characteristic of normal adolescents. A low social adaptability offender is characterized not only destructive aggression, but also the desire to avoid social interaction.

Thus, we can say that the productive activities of those offenders who have the characteristics of intolerance, characterized by weak orientation in the objective world. In addition, it can be effectively carried out by them only on familiar material. At the same time findings suggest that this feature of the subject does not always lead to high levels of aggression.

The data obtained allowed us to move on to the next stage of the study of tolerance / intolerance in adolescence – Analysis features of perception «of its own – alien» law-abiding teenagers and young offenders. It turned out that the «foreign» for teens offenders – is not just a person who does not like them themselves, not just a follower of a different culture, but an active subject, from which the real threat. Many of these young people their offenses attributed to the fact that if they do not hit, do not beat, etc., then the same fate would have waited for themselves. «Normal» as adolescents shows that the «foreign» to them – a man they did not like. From such a «foreign» threat does not come, it can be appreciated and positively, and, most importantly, he not deprived of the opportunity to move into the category of «their».

Of considerable interest, in our view, represent data that adolescent offenders have problems with the knowledge itself and their own. The empirical data that suggests that offenders have difficulty with the «group consciousness», «the emergence of a sense of «we «,» allocation of a certain group,» etc. They are, in contrast to their law-abiding peer-oriented friends group, team and collective consciousness, much more individualistic – they have almost no friends, and companies where they spend their time, are of little value to them and quickly fall apart.

These data also show some of the difficulties in the awareness of «their» and «them» as a law-abiding and delinquent adolescents. Thus, when we conduct an empirical study on «Psychological specificity intolerant individual» one teenager refused to talk about his way of «foreign». To the question: «If such a man, whom you could name your enemy? « He replied that he could not be enemies, because he is a youth organization. And any attempt to come up with «the enemy» or at least «a man with whom would have been bad relations» with success failed. Then an attempt was made to determine whether there are guys that are bad for the organization, which is this teenager. After a short conversation, we were convinced that it is «intolerantly» become a kind of way «foreign» for the teenager [4].

Thus, the empirical evidence from, on the one hand, a low level of productive activity in adolescents offenders, and on the other hand, indicate a particular perception of «us» and «alien» teenagers with deviant behavior. In our view, these seemingly different characteristics are the expression of certain general laws.

It is known that productive activity is a type of object-oriented activity that appears during ontogenesis. At the same time, as follows from the accumulated data in psychology, hyperplasia of someone or some of the quality of the subject leads to the fact that he compensates for this in other types of activity. Practical results (experimental and observational studies) can be interpreted in the sense that the offenders are young people to other people, to some extent as the objects and exercise in relation to them subject activity. Evidence of this is found in many, including those already mentioned the facts. So, first, the young offenders prefer, like their legitimate counterparts, stay in groups and companies, however, unlike the latter, they do not have stable attachment and relationship with each other. Often, they betray each other at first sign of danger, change the attitude toward «close friend» as soon as the change of ownership hydrated or his social status in the group, etc. Second, they do not just perceive aggressive «foreign», although as it turned out was not always having high levels of aggression, and he often credited with the characteristics and behaviors, which he did not. In other words, they give foreign properties regardless of the actual state of affairs. Thirdly, and this can be seen in several television programs, adolescent offenders, when asked to tell about their crimes and to show how They arrived with the victim, they are very naturalistic demonstrate their actions and talk about them as if we had acted not from a living person, but with an inanimate object.

These data and suggests require further experimental investigation, but now You can make a provision that for the full development in adolescence and the growth of self-determination must be the emergence of the phenomenon of separation of «us» and «them». Under certain conditions, this separation can be a psychological basis for the emergence of intolerant person. The study of these conditions is necessary both in terms of developing prevention measures and crime prevention, and in to create conditions for full development of a tolerant person.

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