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PSYCHOLOGICAL FEATURES OF IMPACT OF DOMESTIC VIOLENCE ON CHILDREN

Today, domestic violence has become a universal phenomenon. Domestic violence has a large impact on the formation of social evils in different parts of the world. In nowadays Different terms can be used to explain domestic violence like: spouse beating, spouse abuse, conjugal assault, wife abuse, partner abuse and woman main conjugal violence, cordial violence. The World Health Organization in 2002 defined domestic violence as a many behavior within an intimate relationship that causes physical, psychological and sexual harm to those in the relationship; and includes: physical aggression, psychological abuse, harassment, and other forms of sexual coercion, and various controlling behaviors [1].

Each culture has their own comprehension from domestic violence generally each Behavior definition of revealing or behavior with the mention of worn but understandable to import both in another person is called domestic violence. We can see Domestic violence in many but not all cultures all over the world. It means Individuals are affected by domestic violence in every religious, racial, and age group, at every income level, at all places such as : in urban, suburban and rural communities uniformly, till 1970 it was not considered as a social problem and women suffered in silence for an intimate partner [2]. Fortunately today, many cultures and societies recognize domestic violence as a serious social problem.

Therefore we can say domestic violence is a universal phenomenon. Not only in Afghanistan but in countries violence against women forms large parts of violence in social human life's relationship.

sample of historically disparate relations among men and women in the human society. But the intensity and pervasiveness of domestic violence, special violence against women vary on the base of the socio-cultural patterns, relations and structures in each community. Domestic violence is known as a gendered crime, about 95 per cent of the victims of family and domestic violence are female, and 90 per cent of the perpetrators are male [3].

Approximately violence can be happened in different forms (physical, sexual, verbal and psychological, and domestic) in all over the world, as we mentioned before the intensity and numbers of them are different. For instance: During the covered 6 months, in 2012 in Afghanistan we had 889 instances of physical violence, 108 instances of verbal and psychological violence, 715 instances of economic violence, 256 instances of 50% of those cases [5].

But unfortunately most children who suffered from domestic violence were forgotten because researchers do not access to them because of some limitations or boundaries in each society according to their culture or traditions. Parents who resort to violence most often believe that their children do not realize the domestic violence which exists in their family but vice versa children often know about it, they realize the violence directly or indirectly. There for they nearly always attempt to make happy their parents and prevent from conflict and make correct the problems; they will talk to each other to solve those problems. And sometimes when children feel that they cannot stop the violence in their home, they will fall weak or powerless and become angry, because usually they believe that they are able to control the aggressive behavior within the home while they cannot do it they reproach themselves. Children usually are people who see directly the violence toward their mother such as: punching, insulting, hitting, emotional abuse, psychological abuse and physical abuse in the home. Despite many Children exposed to traumatic incidents in their lives, but till now little focused on their impact on. Therefore we want to recognize and evaluate the effect of these extra traumatic incidents on children. Research has found that witnessing domestic violence can have a detrimental impact on children [10].

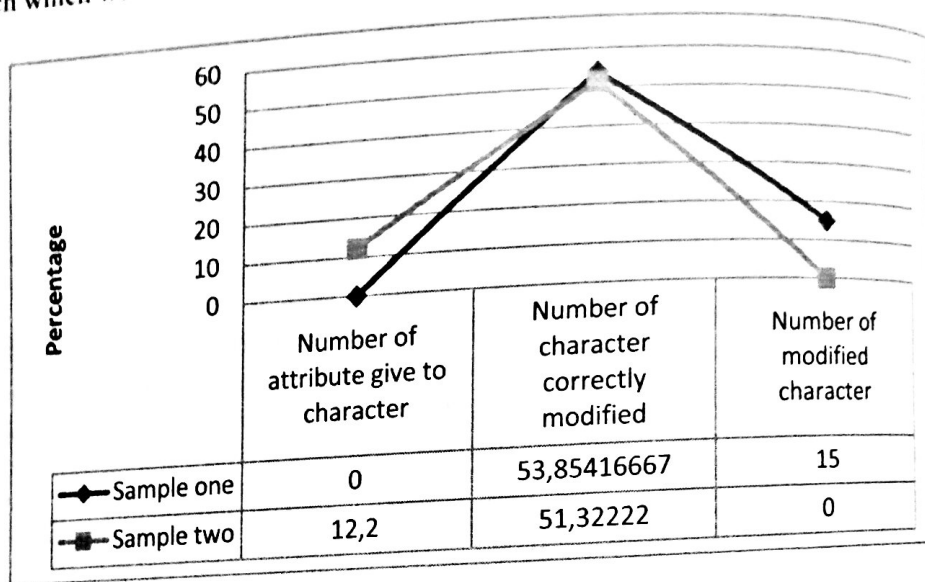
Likewise Several studies document that some children exposed to severe family violence display symptoms of traumatic stress, such as: re-experiencing of the traumatic event, avoidance of and psychic numbing against potentially traumatic events; and increased arousal including hyper vigilance, anxiety, and disrupted physiologic processes [8]. But for some children domestic violence may change to developmental matter. It may result to deep disorders in different areas such as: emotional, behavioral and cognitive activities and function long time effects for instance they will create a world view which aggressive behavior is acceptable. In this case physical signs are clearer than other problems.

Over 80 research papers were reviewed and a variety of behavioral, emotional, cognitive and physical functioning problems among children were found to be associated with exposure to domestic violence [6]. So we can say bravely Children who exposed or witness domestic violence may be faced with a lots of emotional problems (fear, low self-esteem, insecurity), cognitive functioning, and behavioral problems such as: aggression and introversion, and social problems (weak social skills in their lives and social isolation) and they will show other signs of emotional problems such as: self-harm, weight-loss and bed-wetting.

Some researchers have shown that children who exposed or witness domestic violence may suffer from sexual abuse, physical abuse or neglect child. Despite these findings, many studies focus on only one specific traumatic event, such as sexual abuse, child abuse or witnessing IPV [7]. Most Researchers which carried out by psychologists have shown that children who exposed to domestic violence may have depression and psychiatric distress, poorer educational attainment, and trauma symptoms later in life. Moreover, they are usually weaker at performing development activities and have problems remembering and using or applying

new information Depression and anxiety are internalizing disorders that have been found disproportionately among children exposed to family violence. Negative emotions, such as anger, and grief, are also more prevalent among violence-exposed children [8]. Externalizing behaviors are found among violence-exposed children and adolescents are: (a) conduct disorder, (b) control and (c) increased activity and restlessness. [8] Effect of domestic violence can be different and short term; the short term effects may start from primary beginning of domestic violence and continue till or after last event. But if the domestic violence or aggressive behavior be very long impact can be long term. And the connection between long term effect and short term effect are different factors such as: the length of time of violence, exposure of child, age of child and source of help the effects of trauma will be reduced significantly. We need to mention that children who do not get serious symptoms of physical, emotional or psychological problems recover very soon. Finally we can say that domestic violence has physical, emotional and psychological effects on children behavior, development and personality. We have 58 participants research which carried out in Afghanistan. All of them were from elementary school. For participants have been told that the researchers tried to know how each child make story for each comprises). 2- Number of attribute given to character or animal (some attributes given to character and qualify them). 3- Number of correctly modified character participant specifies character as different for examples, monkey is seen as lion). 4- Number of modified character (character modified for example, monkey is seen as lion).

In research which we have done in Afghanistan we found this result.



According to the descriptive analyze of date we have found the difference psychological children personality such as the proportion of the first and second group attribute character correctly modified (53.85; 51.32) and modified character (15; 17.96).

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«Именно поэтому я говорю о служении, а не просто о «любимом» деле. У людей, как правило, не обозначены проблемами характера, они в большинстве своем думают о благо других людей – всего человечества, своих сограждан или же о благо ближних». «Дорожка им людей». То есть именно служба ближнему человеку, своему делу и обществу, в частности.

С точки зрения религии Служение – обязательная составляющая христианской культуры. В ведической культуре служение – это любовь, переставшая расти эгоистичность. Служение – обязательная составляющая христианской культуры. В ведической культуре служение – это любовь, переставшая расти эгоистичность.

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STUDENT'S MENTAL HEALTH IN THE SHADOW OF CLASS CONDITION-TEACHER COMPETENCE

Adolescence is one of the most important and most valuable issue in each person's life. According to the World Health Organization definition, adolescence refers to the age group 10 to 19 years old. Due to the fact that teenagers are tomorrow's parents, dealing with their health (especially mental health), we must pay attention to their problems. Research on mental health issues among pupils in Afghanistan, because of the lack of written sources and scientific work and research have not been done. Therefore, the question arises about the psychological condition of Afghan students, how is the mental status of students in the country? How class condition influences teacher competence influence pupils' psychological state? In this article, with using a library research

have done interview (UCLA-PTSD) and questionnaire (DASS and TPC), to investigate the mental health and PTSD among Afghan students in relate class condition and teacher competence.

For achievement of the research goal, and to apply the exact questionnaire and structured interview, we will have teachers and students from state and private schools. In this research, 16 teacher from private schools and 16 teachers from state school; and 12 and 25 pupils from private and state secondary school. So, pupils and teachers are arranged into two groups: control group and experimental group. To investigate the impact of teacher competence into decrease of pupils' Post traumatic stress disorder, try to assess the adequacy of teacher by questionnaire (66 items). To determine the anxiety, stress, and depression among pupils use a standard questionnaire DASS [2] that is developed by Psychology Foundation of Australia (up dated, Nov. 10, 2011) and structured interview UCLA PTSD Adolescent which is done by Pynoos, R. and et al (1998) [3]. To define the professional competence of teacher try to apply questionnaire that is made by Alnoor, A.M. & Yu. Ma Hong (2011) [4].

Supporting everyone's emotional and mental wellbeing and giving additional support to pupils with behavioral and emotional problems is important because of students have behavioral or emotional difficulties (Green, et al., 2005) [5], most of them can't get high score and depressed (Prince's Trust, 2012) [6], some of them are witnessed of their parents separate or bullying (Faulkner, 2011) [7], or they are neglected and physically attacked even sexually abused (NSPCC, 2011) [8].

World Health Organization (2006) according to child maltreatment, all types of ill-treatment from physical to psychological, such as sexual abuse, neglect, and omission relate to child cure, and other utilization, which can happen in different places and environments, called maltreatment. The over of maltreatment can be father, mother or family member, caregiver, teacher, classmate or co-player, or alien individual (Butchart, A. et al) [9].

Wolff, Steven B (2005) defined Emotional intelligence as aptitude of knowing our emotions and other one's feelings whom interact with, for encouraging ourselves and for controlling effectively in ourselves and others. And based on emotional intelligence that help effective performance at work is called emotional competence [10]. The teacher competence what is the professional role of teacher that is behavior or set of behaviors with respect to a standard where theoretical and practical knowledge, cognitive skills, behavior and values takes place together (international declaration on core competences in professional psychology, 2016) [11]. Hoskins and Crieck (2010) taking place together the knowledge, skills, values, attitude is not enough, but he mention a complex combination of them in workplace. To achieve the objectives in the area of work, whether in personal relationships or in civil society spending decisions mass of knowledge is not enough, but combining this knowledge with skills, values, attitudes, desires, and under the special incentive certain way at the time of the attention. In competence in his view, sense of agency, action and value is [12].

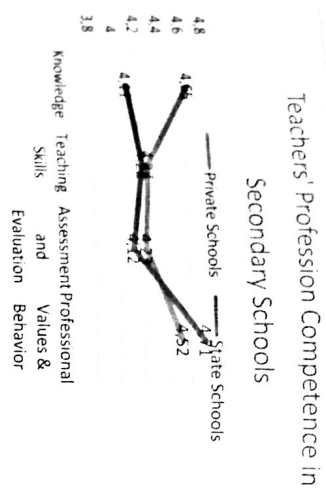
Much of psychopathology studied behaviors that are related to the failure and incompetence of the person. The failures mainly include: the failure of a person to adapt to the environment. In other words, adjustment requires a focus on meeting individual requirements in accordance with environmental realities (Azad: 1374) [13].

AREU (2009) in Afghanistan, mental health problems in adult studies show a significant, but there is scattered evidence on children existed. A survey of young people under the age of 11 to 16 schools in three areas in the center and north of the country to assess the mental health, trauma and social functions focused shows: 1) Among the consequence of children and facing to harrowing experiences and mental health of caregiver correlation existed. 2) About 22% of children with mental disorder criteria were equal and about two and a half times more girls than boys are mentally disturbed. 3) ratio of children those are faced traumatic events five or more times with those who had four time or less than two and half time more they had psychological disorders, so among girls triple more faced than boys with psychological disturb and trauma, and 4) Mental health caregivers is linked to health of children, that those are under surveillance of them, a probability of 10 percent increase in the risk of mental disorder for any of the symptoms of mental disorder that is expressed by the caregivers were available [14,15]. However, based on the Helpdesk (2012) report 40 percent of the country teachers, entitled of low level of education with lower than fourteen grade.

Our findings from this research, as an export file from SPSS you can see in below figure that we have found negative correlation ($p=-.517^*$) between teachers professional competence (professional value and behavior) and students PTSD (stress) in state schools (Table 1).

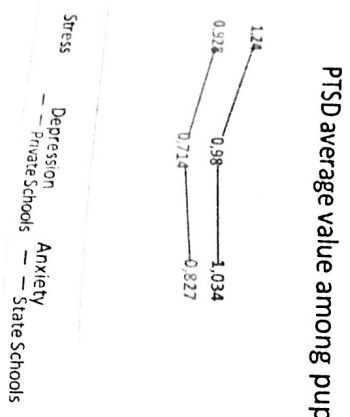
Variable	Private Schools	State Schools
Stress	1.24	0.928
Depression	0.98	0.714
Anxiety	1.034	0.827

So we found the difference between the defined groups in relate to teachers professional competence. You can consider the difference in this line graph (see picture 1, 2).



Picture 1.

Likewise, the descriptive analysis of the data determine a difference among the groups' students. We see in this how line chart



Picture 2.

Conclusion

Albanian students study is more difficult than I thought. I have faced tough problems in working with teachers. Actually they had fear of punishment, even I have cleared for them that it is only scientific work and follow scientific objectives. This dark space between us and teacher subjects impact our research findings. This study shows a tiny difference in proportion of average value between state schools and private schools teachers (4.12; 4.23), and professional value and behavior (4.71; 4.52). So, it show a high amount of evaluation events among students that they have experienced, that is going 9 to 10 person. So the traumatic events among students are also higher in state schools than private schools, such as proportion average value of psychological disorders are also higher in state schools than private schools, such as proportion average value of stress (1.24; 0.928), Depression (0.98; 0.714), Anxiety (1.034; 0.827). Likewise, the study determines a negative correlation (-.517*) between teachers' professional competence and students PTSD stress.

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ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАЗВИТИЯ МЛАДШИХ ШКОЛЬНИКОВ

В современной периодизации психического развития, младший школьный возраст охватывает период от 6-7 до 9-11 лет. [1, с.85]

В этот период происходит дальнейшее физическое и психофизиологическое развитие ребёнка обеспечивающее возможность систематического обучения в школе. Ведущей в младшем школьном возрасте становится учебная деятельность. Она определяет важнейшие изменения, происходящие в развитии психики детей на данном возрастном этапе. Развитием личности складываются психологические новообразования, характерные для данного возраста. Наиболее значимые достижения в развитии младших школьников и являющиеся фундаментом обеспечивающим развитие на следующем возрастном этапе.

Многочисленными исследованиями и педагогической практикой доказано, что эффективность обучения зависит не только от совершенствования содержания образования и методов обучения, но и от развития индивидуально-психологических особенностей детей, уровня когнитивного развития. Когнитивное развитие процесс формирования и развития когнитивной сферы человека, выходящий за восприятия, внимания, воображения, памяти, мышления и речи. [2]