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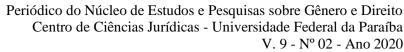
# PSYCHOLOGIST'S WORK ON THE IDENTIFICATION OF EMOTIONAL DISTURBANCE AMONG ADOLESCENTS

Gulnara Hasanova<sup>1</sup>

**Abstract:** This article studies peculiar properties of the emotional sphere of adolescents. reveals aggression, fears, anxiety, family education types that have an impact on the formation of emotional imbalance disadaptation and among respondents, it also presents the results of the integrated program for the individual development, taking into consideration the health-saving factor that implements modern and innovative trends required in the work of the psychological service of an educational institution, and provides the justification of the importance and necessity of using associative metaphorical maps in work with adolescents and parents, as an innovative tool for more efficient work with a specific case. We have analyzed family relationships, behavior motives, parental position, parenting styles in order to draw up a special correctional

program. The correctional work has been conducted with the parallel work of the adolescent group, parent seminar and parent group classes, as well as applying the method of cooperative interaction between the children and parents. The author's projective methodology "The Way to the Sun" proposed in the study, and aimed at diagnosing the adolescent's emotional sphere (anxiety, aggression family relationships, fears), have demonstrated their suitability and efficiency of work not only with adolescents but also with their parents, allowing us to work with emotions and feelings squeezed into the subconscious. Moreover, during the research, a model of psychological and pedagogical impact on students was developed with the purpose of regulation of their emotional sphere, the structural components of which included the following: organizational, research,

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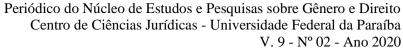
cognitive and practical components. A comparative analysis of the availability psychological problems students, an integrated approach to the health of children mental and adolescents formed the basis of the pilot project "School of the Future" developed which involves by us. the implementation of a focal point in the education system in order to provide the social and psychological support to the combining four services: school, psychological, valeological, social educator service and school mediation service. Thus, the experimental research presented in this article has demonstrated the effectiveness of correctional and preventive programs, the efficiency of which has been tested applying methods of mathematical statistics and improving all of the above indicators.

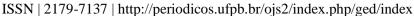
**Keywords:** Aggressive behavior, correction, metaphorical maps, adolescents, fears, anxiety.

#### Introduction

Working with this age category, we didn't stop remembering that this is a very controversial, crisis period causing negative outbursts of affections, this is the period of the formation of a life position and personal qualities which have not always been as parents and schoolchildren themselves dream. An adolescent... even the word itself is as if "under a sprout", something fragile can seem right away (L.Surkova, 2015). As G.Craig noted, "The need for autonomy independence arising among adolescents usually leads to some conflicts in the family, and a growing need of communication with parents in the process of solving certain problems. The family retains a strong influence on although adolescents, their family relationships become complicated" (G.Craig, D.Bokum, 2005).

If you highlight the contribution of foreign scientists to the development of adolescence theory, the following works will take their rightful place: Works by Charlotte Buhler (C. Buhler, F. Massarik. N.Y., 1968) who firstly described the phase of transitional period (physical puberty, negative and positive stages), works by William Stern (V.Stern, 1926), works by Sigmund and Anna Freud (S.Freud., 2015, A.Freud, 1999) who described the protective mechanisms of adolescence (protection against







impulses from "infantile object bonds"), works by Eric Erickson (E.Erickson, 2019) who gave the highest priority to the adolescence in the epigenetic concept, works by Kurt Levine (K.Levin, 2019) who studied the problems of adolescence in the context of social psychology by Jean Piaget (Jean Piaget, 2001).

Russian scientists made an inestimable contribution to the development of adolescence problem. The following studies should be noted among them: L.S. Vigotskiy who reflected ideas related to this age period of personality development in his works: "Paedology of an adolescent", "The problem of age" (L.Vigotskiy, 1984).

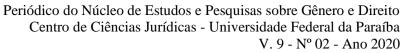
L.I.Bozhovich, characterizing the crisis of adolescence noted that it "is associated with the emergence of a new level of self-consciousness in this period, a characteristic feature of which is the appearance of adolescent's ability to know himself as a person who possesses it, unlike all other people with inherent qualities. This gives rise to the quest for self-affirmation, self-expression self-education adolescent in an (L.Bozhovich, 1976).

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A.N. Leontyev viewed the ongoing changes in adolescence through the prism of his theory of activity, offering his vision of the rebirth of an adolescent's personality, "the transition which marked the true birth of a personality, acts as an event changing the course of the whole subsequent mental development" (A. Leontyev, 1975).

## Study

materials presented by D. B. Elkonin (D. Elkonin, 1967) served as a serious help for organization of the process of educating adolescents who have a sense of adulthood at this stage of mental development, as a special form of selfawareness, and they have made a contribution to the development of educational psychology. Indeed, theory of personality proposed by V.A. Petrovskiy (V.Petrovskiy,1984), which relies on the socio-psychological approach in the periodization personality development, is worthy of note. An analysis of the scientific literature allowed us to note the positive dynamics of the impact of these innovations on the personal development children of and adolescents. So, adolescence problems and ways out of





them were set forth extremely brief in the book by Yemelyanova, (Y.Yemelyanova, 2008). The interest in this book is explained by the accessible form of presentation and the availability of theory and a practical part, containing exercises, games, trainings and author programs.

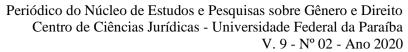
The author of another study (Y.Vasilkova, 2010) proposes a discussion of the currently important problem of gender identity violation among adolescents, and the trainings developed by the psychologist, are conducive to development of adolescents' ideas about gender relationships, the development of gender roles in family relationships, and gender roles in professional activities. The work by L.G.Fedorenko having no analogs in the educational psychology (L.Fedorenko, 2017), offers its vision of the organization of joint work of teachers, students and their parents, the content of which is an orientation towards designing positive psychology at school. Based on the concept proposed by the author, the main should be on disclosure of the human personality which involves the ability to work with images, the discipline of the

mind, management of attention, emotions, and confident behavior.

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Azerbaijani psychologists made a significant contribution to the study of the problem of adolescence: A.Alizade (A.Alizade, 1974) who studied sexual dimorphism and the formation of relationships, personal S.F.Amiraslanova (S.Amiraslanova, 20 00) who devoted her research to the consideration of psychological features and work with difficult children, (G.Azimov, 1990) who G.E.Azimov studies sexual education of children and adolescents, R.G.Kadirova (R.Kadirova, 2007) who presented to our attention a socio-psychological analysis of the national identity of Azerbaijani children and adolescents and many others.

The purpose of our research was to study the possibilities of using the diagnostic and correction methods applied in the psychologist's work to prevent the negative phenomena among adolescents. The goal involves the following tasks: to consider forms of maladaptive behavior of an adolescent; to identify types of fears and level of anxiety and forms of aggressive reactions of adolescents; to systematize



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the obtained data about the impact of family education on the development of emotional and behavioral disorders of respondents by presenting a generalized and comparative analysis of gender and age dynamics of fears, aggression, anxiety; to develop and implement correctional programs for working with adolescents.

The object of the study was adolescents.

The subject of the study: psychologist's work with adolescents to identify their emotional and behavioral disorders.

#### **Research Methods**

**Analysis** of the existing methods of psychologist's work with adolescents allowed us to select the most informative methods in this case: observation map by D.Stotts, "the scale of the personal disturbance for students" by A.M.Prikhojan, "Types of fear" questionnaire by I.P.Shkutarova, methodology by Bass-Darki, "Analysis of family relationships" questionnaire by E.G.Eidemiller.

#### The assumptions of the study

Having diagnosed the existence of psychological problems at the stage of the adolescent's personality formation, it is possible to develop optimal program options for psychocorrection and prevention of emotional and behavioral disorders among which allows adolescents comprehensive approach to solving the problem of maintaining their mental health.

- Between the level of aggression, anxiety, maladaptation and fears, there is a close and inextricable connection affecting the formation of emotional and behavioral disorders among adolescents;

- Family education types cause the formation of the psychological health of the individual and explain the presence of both positive and negative attitudes.

- The introduction of specially designed programs into the work of the school psychologist will allow a comprehensive approach to solving the problem of maintaining mental health and preventing emotional, behavioral disorders among adolescents.





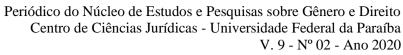
The number of those who participated in the study.

The sample 870 was respondents. 227 respondents from them are of both genders (119/108) and their families. the control group composed of 208 respondents 108/100 with their families. Diagnostic work which was carried out with adolescents consisted of the following stages. At the first stage, information was collected; using the above tests, individual psychological diagnostics was carried out. In the second stage, a correction program was prepared for students and parents after obtaining the results of the diagnostic work, then, at the next stage of the study we carried out repeated diagnostic work in order to compare the obtained results and compare them with previous ones to confirm the effectiveness of the implemented program.

#### Discussion

We conducted a study that revealed the presence of anxiety, aggression, fears, and maladaptation among adolescent respondents. All these indicators were correlated with the types of family education (ACB) before and after correctional work conducted with adolescents. The authenticity of the obtained results was verified by applying methods of statistical data processing using the procedures of the SPSS computer program. In the experimental group, fears were identified among 137 respondents (60.3%): 75/62) who were also represented by high results in social and educational fears. Correctional work reduced these indicators to 56 (24.6%) 30/26. In the control group, excepting indicators of maladaptation (from 84.1% to 79.3%), no changes were found. So, the fear among adolescents in the two groups differed both before the correction and after the correction, and the intergroup difference was significant at the level of 0.01 (P = 0.002 and P = 0.000). This condition made it difficult to determine the correction result in the experimental group, for which the "comparison of paired samples" method and the "T-test" analysis were used.

Table 1. Fear index before and after correction (Independent Samples Test)





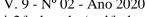
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		Levene'			T-test for Equality of Means						
	s Te	est									
	I		t						Confiden		
		ig.		f	ig. (2-	ean	td.	ce Interv	al of the		
					tailed)	Differen	Error	Differer	nce 95%		
						ce	Differe		1		
							nce	ower	pper		
]											
efore	3		3								
correctio	8.796	000	.187	33	002	142	044	054	229		
n											
í											
fter the			1								
correctio	151	698	1.958	33	000	498	042	417	580		
n											

Table 2. Fear index before and after correction (Paired Samples Statistics)

			Pair	ed Sam	ples	Statistics	
Groups			Mea		N	Sto	d Std
		n				. Deviation	. Error
							Mean
	Befor		1.75		20	.43	.03
Control	e correction	a		8		7	0
Control	after		1.75		20	.43	.03
	the correction	a		8		7	0
	Befor		1.60		22	.49	.03
Experiment	e correction		1.00	7		0	3
al	after		1.25		22	.43	.02
	the correction		1.23	7		2	9

a. The correlation and t cannot be computed because the standard error of the difference is 0.





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the Table shows. As the difference between two fear index groups in adolescents before and after correction was significant at the level of 0.01. It was conducted the comparison of indexes that characterize the state of both groups before and after correction in order to show the precise analysis of correction impact. In comparison with the control group, the indexes of the experimental group were different (before 1.60 and after 1.25) and also it was found out the significant difference between two stages with the significance at the level of 0.01 (P=0.000).

Table 3. Fear index before and after correction (Paired Samples Test)

				P	aired Sar	nples Tes	st		
Gro			]	Paired I	Difference	es			
ups						Confide		f	ig. (2-
		ean	td.	td.	nce Inte	erval of			tailed)
			Deviati	Error	the Dif	ference			
			on	Mean	95	%			
					ower	ower			
erimental	efore and after correctio n	357	480	032	294	420	1.197	26	000
	a	. No stat	tistics ar	e compi	ited for o	ne or mo	re split fi	les	1

The Trait Anxiety Test in adolescents (A.M. Prikhozhan) that we used had shown the following results: at 119 (52,4%) 63/56 respondents had various types of anxiety: school-based anxiety - 44 (36,9%): 24/20, general anxiety - 26(21,8%):13/13. The positive dynamics was achieved after correction measures. Anxiety was found out in the control group at 137



respondents, which makes - 65,8%: 64/73. No changes were detected. The data statistical had shown the effectiveness of the carried out work, which was reflected in the following tables.

Table 4. Anxiety level before and after correction (Independent Samples Test)

	I	Levene's			T-te	st for Equ	uality of	Means	
	Test	for							
-	H								Confiden
		ig.		f	ig. (2-	ean	td.	ce Interv	al of the
					tailed)	Differen	Error	Differer	nce 95%
						ce	Differe	]	1
							nce	ower	pper
I									
efore	2								
correctio	3.468	000	.873	33	004	134	047	042	227
n									
а									
fter the	4								
correctio	.047	025	.230	33	000	368	045	280	456
n									

The indexes comparison had shown their changes at experimental group:  $\overline{y}_1 = 1.52$  and  $\overline{y}_2 = 1.29$ 

Table 5. Anxiety level before and after correction (Paired Samples **Statistics**)

	Paired Samples Statistics	
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Groups			Mea		N	Std	\$	Std
		n				. Deviation	. Error	
							Mean	
	Befor		1.66		20	.47	-	03
Control	e correction	a		8		5	3	
Control	after		1.66		20	.47		03
	the correction	a		8		5	3	
	Befor		1.52		22	.50		03
Experiment	e correction		1.32	7		1	3	
al	after		1.29		22	.45		03
	the correction		1.29	7		5	0	

a. The correlation and t cannot be computed because the standard error of the difference is 0.

In comparison with the control group, the experimental one had the significant difference on both stages, and

it was significant at the level of 0.01 (P = 0.000).

Table 6. Anxiety level before and after correction (Paired Samples Test)

	Paired Samples Test											
Gro	Paired Differences											
ups					Confide		f	ig. (2- tailed)				
	ean	td.	td.	nce Inte	erval of			tailed)				
		Deviati	Error	the Dif	ference							
		on	Mean	95	5%							
				ower	ower							



									638
Exp erimental	and after correctio n	233	424	028	178	289	.297	26	000
	a	. No stat	istics are	e compu	ited for o	ne or mo	re split fi	les	

The aggression level at adolescent was: 125 (55,0%): 48/77. The aggression level of the control group was: 119 (57,2%):39/80. The results, obtained after rediagnostics, indicate the effectiveness of the measures taken on order to reduce the aggressive behavior of the respondents of the current age group. The experimental group shows the positive development dynamics of these indexes. There was the significant difference between groups (P =0.000) during the correction works on the second stage (after correction), and this significance was at the level of 0.01.

Table 7. Aggression indexes before and after correction (Independent Samples Test)

	I	Levene's			T-te	st for Equ	uality of	Means	
	Test for I	Equality							
	of Vari	ancies							
	I								Confiden
		ig.		f	ig. (2-	ean	td.	ce In	terval
					tailed)	Differen	Error	]	]
						ce	Differe	ower	ower
							nce		
I									
efore	•							-	
correctio	797	372	449	33	653	021	048	.072	115
n									



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8									
fter the	6								•
correctio	4.651	000	.621	33	000	339	044	251	426
n									

According D. Stott to Observation Chart the results were distributed as follows: non-adaptive behavior syndrome was found at 75 (33,0%): 34 (/41, hostility towards adults was in the first place 17 (22,6%): 7/10. After the corrections it was possible to the decrease of indexes 41(18,0%):21/20, but at the same time it was found out the absence of some syndromes: anxiety towards children, mistrust of new people, things and situatuions and withdrawal. In the control group indexes the were distributed follows: as 175(84,1%):88/87, slight changes were noticed after the re-diagnosis - 165 (79,3%):84/81, it was connected with the natural adaptation of the respondents to the new conditions. The non-adaptive behavior in adolescents between two groups was different both before correction and after it, and the intergroup difference was significant at the level of 0.01 (P=0.000 and P=0.000).

Table 8. Non-adaptive indexes before and after correction (Independent Samples Test)

	Levene'			T-te	st for Equ	ality of	Means	
s Te	est							
I		t					1	Confiden
ig.			f	ig. (2-	ean	td.	ce Interv	al of the
				tailed)	Differen	Error	Differer	nce 95%
					ce	Differe	]	]
						nce	ower	ower



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efore	,		1						
correctio	7.337	000	2.543	33	000	511	040	432	590
n									
ft on the	1		1						
fter the correctio	.891	170	6.142	33	000	613	038	538	687
n									

With the purpose of the more precise analysis of correction impact it was carried out the comparison of indexes (before and after correction). The number of the control group in the table slightly differs from the average on the two stages (before 1.80 and after

1.79). For this reason P was not evaluated. But some changes were noted in the experimental group (before 1.33 and after 1.18) and betwenn two stages the current difference was at the level of 0.01 (P=0.000).

Table 9. Non-adaptive indexes before and after correction (Paired Samples Test)

	Paired Samples Statistics							
Groups		Mea	N	Std	Std			
		n		. Deviation	. Error			
					Mean			
	Befor	1.80	20	.36	.02			
Control	e correction	1.00	8	6	5			
Control	after	1.79	20	.40	.02			
	the correction	1.//	8	6	8			
	Befor	1.33	22	.47	.03			
Experiment	e correction	1.55	7	1	1			
al	after	1.18	22	.38	.02			
	the correction	1.10	7	6	6			



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# Table 10. Non-adaptive indexes before and after correction (Paired Samples

		nples Tes	t						
Gro			-	Paired I	Difference	es			
ups						Confide		f	ig. (2-
		ean	td.	td.	nce Into	nce Interval of			tailed)
			Deviati	Error	th	the			
			on	Mean					
					ower	ower			
erimental	efore and after correctio n	150	358	024	103	197	.310	26	000

According to "Analysis of Eidemiller (AFR) the indexes distributed Family Relationships" Test by E.G. as follows:

Table 11. Analysis of Family Relationships indexes by » E.G. Eidemiller and V. Justickis (Independent Samples Test)

]	Levene's		Iı	ndepende	nt Sampl	es Test	
Те	est						
]						(	Confidenc
	ig.	f	ig. (2-	ean	td.	e Interv	al of the
			tailed)	Differen	Error	Differer	nce 95%
				ce	Differe	I	I
					nce	ower	ower



									642
efore correctio	.629	106	5.006	33	000	1.159	232	1.614	.704
a fter the correctio	548	460	9.192	33	000	2.040	222	2.477	1.604

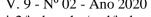
Table 12. "Analysis of Family Relationships" indexes by E.G. Eidemiller and V. Justickis (Independent Samples Test)

	Paired Samples Statistics							
Groups		Mea		N	Std.	Std		
		n			Deviation	. Error		
						Mean		
	Befor	4.31		20	2.31	.16		
Control	e correction	a	8		0	0		
Control	after	4.31		20	2.31	.16		
	the correction	a	8		0	0		
	Befor	5.47		22	2.50	.16		
Experiment	e correction	3.47	7		4	6		
al	after	6.35		22	2.31	.15		
	the correction	0.33	7		5	4		

a. The correlation and t cannot be computed because the standard error of the difference is 0.

The obtained results can be characterized as positive, so as the decrease in indexes of the experimental group were both in the families of the

respondents and in all parameters (fear, anxiety and aggression) in comparison with the control group, where changes were not found out. The presence of the





negative indexes suggests that the connection between the variables is opposite, that is the decrease of family education indexes is opposite to the fear, anxiety and aggression indexes (these indexes grow, i.e. increase)

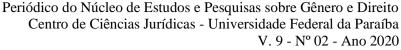
Table 13. Analysis of Family Relationships indexes by » E.G. Eidemiller with such indexes as: fear, anxiety, aggression (Pierson's correlation)

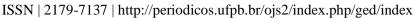
Correlations	Level of	Level	The level of					
	anxiety	fears	aggression					
Pearson	796**	-	733**					
Correlation	.770	.667**	.733					
Sig. (2-tailed)	.000	.000	.000					
N	435	435	435					
**. Correlation is significant at the 0.01 level (2-tailed).								

The significant changes were achieved at every point of the study and the following indexes were decreased: fear 137(60,3%):75/62, decreased up to 56 (24,6%):30/26; 66 (27,3%): 32/34 respondents remained anxiety (before correction in 119(52,4%) 63/56 53(23,3%)24/29 respondents; respondents had aggression after rediagnostics (it was 125(55,0%): 48/77). In the terms of gender, anxiety and aggression dominated in male respondents and fears dominated in female ones. There were not any changes in the control group.

### Conclusion

Thus, we have presented the result of the experimental study. This study lets us to carry out not only diagnostic work with adolescents and their families, but also to show the reliability of the obtained data (SPSS Program) after applied correctional and preventive programs, based on the use of games and tasks, that were aimed to relieve tension, awareness of their aggressive behavior as well as the relieve of muscle tension, which helps to find out not only the existing psychological problems in school students, but also it has created the conditions for correction of the available emotional disorder. The role of a school psychologist is too







versatile in this process due to the fact that such duties let not only to correct the existing contradictions, but also to teach student the skills of non-conflict communication with a group, and it also creates psychologically positive climate in class and promotes the effective perception and digest of new material. Various social and psychological technologies are widely spread in the work of a school psychologist. R.V. Ovcharova (2003) has defined these technologies as "the set of psychological techniques and methods intentionally affect the consciousness, behavior and activity of a human as a member of society in the process of his socialization, adaptation in new social conditions as well as in socially oriented activities". It should be especially mentioned the importance of innovations introducing into the work of a psychologist. The realization of such innovations at the modern stage has two directions: use of the existing tools and innovations, which are characterized by somewhat different quality consultative, diagnostic and correction assistance providing. We have set the following tasks during the trainings: reveal and resolve some conflict situations in the group and to strengthen its cohesion, to reveal the forms of adolescents' response to extremal situations, to study the group process and group dynamics in the team, to define the role functions of each member in the group. This study let us to emphasize the presence of the close relationship between the types of family education and emotional and behavioral disorders in adolescents: aggression, fears, anxiety and non-adaptiveness. This problem is often considered as the result of not correct attitude of adults to adolescents, their inability to adapt to new social situations. Posysoev N.N., the author of the serious study (Posysoev N.N., 2004) has presented the analysis of family education types, and among these types the classification by V.N. Garbuzov was of the greatest interest to us. He identified three types of improper education by the parents of adolescents. These types of education are: education by A type (non-admission, emotional rejection), education by B type (hyper socializing education) and education by C type (egocentrical). The undertaken study showed us that the change in attitude to a child in his family as well as the change of wrong authoritarian type of



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education to cooperation and mutual understanding will let to decrease the level of emotional disequilibrium in this age group. At present it is very often we can find the following situation: the more dysfunctional relationship adolescent with his parents, the narrower and poorer the world of his hobbies and such adolescent becomes more insecure. F. Rice gives the following arguments: "in families where parents take care and interest in their children. adolescents have high self-esteem" (F. Rice, K. Dolgin, 2012). The timely preventive measures and correction of children-parents relations, which was organized in the framework of our study, let us to turn the upbringing of a child into a meaningful, purposive and regulated process, where the negative experience of parents did not affect the emotional background of adolescents.

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