

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

Gulnara Hasanova¹

Abstract: This article studies the 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 and disadaptation among the 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 fears), family relationships, 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,

¹Phd. Psychology, Associate Professor, Department of Pedagogy and Psychology of the Baku Slavic University, 23 Zahid Khalilov Street, Baku, Azerbaijan. **E-mail:** gulya.psy@mail.ru. ORCID: <https://orcid.org/0000-0002-9344-1352>

cognitive and practical components. A comparative analysis of the availability of psychological problems among students, an integrated approach to the mental health of children and adolescents formed the basis of the pilot project “School of the Future” developed by us, which involves the implementation of a focal point in the education system in order to provide the social and psychological support to the school, combining four services: psychological, valeducational, 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

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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 and 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 adolescents, although 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 and self-education in an adolescent (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 self-awareness, and they have made a contribution to the development of educational psychology. Indeed, the theory of personality proposed by V.A. Petrovskiy (V.Petrovskiy,1984), which relies on the socio-psychological approach in the periodization of 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 of children 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 focus should be on disclosure of the human personality which involves the ability to work with images, the discipline of the

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

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 personal relationships, S.F.Amiraslanova (S.Amiraslanova, 2000) who devoted her research to the consideration of psychological features and work with difficult children, G.E.Azimov (G.Azimov, 1990) who 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

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

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- 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 psycho-correction and prevention of emotional and behavioral disorders among adolescents which allows a 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 was 870 respondents. 227 respondents from them are of both genders (119/108) and their families, the control group was 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

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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)

	Levene's Test		T-test for Equality of Means						
	Sig.	.000	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Interval of the Difference 95%	
								Lower	Upper
Before correction	.8796	.000	-.187	33	.002	142	044	054	229
After the correction	.151	.698	1.958	33	.000	498	042	417	580

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

Groups	Paired Samples Statistics				
		Mean	N	Std. Deviation	Std. Error Mean
Control	Before correction	1.75 ^a	208	.437	.030
	after the correction	1.75 ^a	208	.437	.030
Experimental	Before correction	1.60	227	.490	.033
	after the correction	1.25	227	.432	.029

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

As the Table shows, 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)

		Paired Samples Test							
Groups		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Confidence Interval of the Difference 95%				
					Lower	Upper			
Experimental	before and after correction	357	480	032	294	420	1.197	26	000
a. No statistics are computed for one or more split files									

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 the correction measures. Anxiety was found out in the control group at 137

respondents, which makes - 65,8%:
 64/73. No changes were detected. The
 statistical data 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)

	Levene's Test for		T-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Interval of the Difference 95%	
								Lower	Upper
Before correction	3.468	.000	.873	33	.004	134	047	042	227
After the correction	.047	.825	.230	33	.000	368	045	280	456

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

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

	Paired Samples Statistics
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Experimental	before and after correction	233	424	028	178	289	.297	26	000
a. No statistics are computed for one or more split files									

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 re-diagnosics, 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)

	Levene's Test for Equality of Variancies		T-test for Equality of Means						
	Sig.	Sig.	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Interval		
							Lower	Upper	
before correction	.797	.372	.449	.33	.653	.021	.048	.072	.115

before correction	7.337	000	2.543	33	000	511	040	432	590
after the correction	.891	170	6.142	33	000	613	038	538	687

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 between 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)

Groups	Paired Samples Statistics				
		Mean	N	Std. Deviation	Std. Error Mean
Control	Before correction	1.80	20	.366	.025
	after the correction	1.79	20	.406	.028
Experimental	Before correction	1.33	22	.471	.031
	after the correction	1.18	22	.386	.026

Before correction	.629	106	5.006	33	000	1.159	232	1.614	.704
After the correction	.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)

Groups	Paired Samples Statistics				
		Mean	N	Std. Deviation	Std. Error Mean
Control	Before correction	4.31	20	2.310	.46
	After the correction	4.31	20	2.310	.46
Experimental	Before correction	5.47	22	2.504	.516
	After the correction	6.35	22	2.315	.474
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 anxiety	Level fears	The level of aggression
	Pearson Correlation	-.796**	- .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 respondents; 53(23,3%)24/29 respondents had aggression after re-diagnostics (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 that 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 a somewhat different quality of consultative, diagnostic and correction assistance providing. We have set the following tasks during the trainings: reveal and resolve some conflict

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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 (egocentric). 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

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 of an 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 show 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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