

Socio-Psychological Characteristics of Behavioural Disorders in Primary School Aged Pupils

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Abstract--*Scientific studies of various psychologists set out various forms of changes in the behaviour of children and teenagers and reveal the importance of the role of family upbringing in shaping methods of behaviour and response.*

Key words--*children, teenagers, determinants, norm, research, psycho-correction, psychoeducational, cognitive-motivational, theoretical, methodological, behaviour, methodological approach, property, differentiation, typology, event, diagnostic methods, test, psychology.*

I.INTRODUCTION

The reform of education, which is implemented in the life of our republic, is significant, that it is aimed at ensuring the psychological perfection of each person. The problem of violation of the nature of younger pupils is studied by teachers - psychologists and other specialists. Scientific studies of various teachers set forth various forms of behavior disorder among younger pupils, and their various classifications have been proposed.

In the field of psychopathology of the period of younger pupils, it is emphasized that it is necessary for many specialists to bear in mind the complexity of the mechanism of the formation of behavior disorder of younger pupils. Consequently, great attention was paid to biological and socio-psychological violations of the character of the individual in various theoretical and methodological approaches that explain the causes of the emergence and development of violations and the mandatory definition of factors that form a system of behavior disorders was emphasized.

In the modern clinical classification of international health organizations, as criteria that persecute character, determine the disturbed forms, examine the features that lead to the restriction of other rights of behavior or development of an individual. In the question of the number of violations of the nature of younger pupils is complicated by the fact that different experts give different concepts. However, despite the variety of studies in this direction, there is a small amount of research to study the methods of psycho-correction of behavioral disorders of unorganized younger students.

The technique. Psychodiagnostic methods were used as research methods to study the clinical and psychological characteristics, also standard methods of statistical processing of information and methods of quantitative analysis were used (differentiate, typology, set out cases).

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II. METHODS AND METHODOLOGY

Based on the goals and objectives of the study, the following methods are used:

- Questionnaire personality R.Kettel "Sixteen factors of personality";
- color association test S. Rosenzweig;
- Methods of diagnosing parental relationship A.Ya.Varga, V.V.Stolin;
- "Unfinished expressions" methodology;
- Lyusher's color tests, etc.

As a theoretical and methodological basis, our investigation serves as a collection that shows psycho-correctional effects, which are considered to be a combination of a system-level and ontological approach, aimed at adapting the family psycho-correction of family relationships and building the personality of younger pupils.

III. ANALYSIS

To study the characteristics of the organization of the personality of younger pupils, we used R. Kettel's questionnaire. With the help of this questionnaire, children from 8 to 12 years old were studied 53 people. Of them:

- 28 healthy children (group A)
- 25 with character disorder (group B)

As a result of the study, based on the factors that set out the information I and Q, group profiles for the identification of individuals in the groups to be checked were determined. (table 1.1.). In paired selections that study the degree of marks, the Student's t-test was used.

Table 1.1

Study groups Factors	Group A (n=28)	Group B (n=25)	T
A	5,51	4,42	3,29
B	6,71	6,46	-
C	6,96	4,88	3,58
D	5,32	6,58	-2,34
E	4,61	5,73	2,33
F	5,71	4,54	2,34
G	4,57	5,08	-
H	4,55	4,46	-
I	4,46	6,05	-3,28
O	4,04	6,96	-5,75
Q3	4,95	4,73	-
Q4	4,81	7,12	4,78

Table 1.1- Study groups (children), Group of factors, (N = 28) and group C, (N = 25) T

As a result of a search in the group profile of healthy youth (group A), high factors were determined by factors A C F. The explanation of these factors makes it possible to characterize this group:

- a sufficient degree of self-control;
- emotional stability;
- Adequate level;
- Self-control;
- Sociability;
- sincerity in friendship;
- Buoyant;
- Subordination;

In group B (younger students, with disabilities) by factor A, determining confidential low indicators, shows his humanity, loneliness, suspicion. The behavior of such younger students, in comparison with their peers, is characterized by the fact that there is no effective communication with them, the establishment of superficial, unstable ties. In relation to adults in the behavior of younger students who have a disorder, there is an emotional cooling, distrust.

IV.DISCUSSION

The experimental results that we have taken coincide with the clinical characteristics of D.N. Isaev and others that you study on the violation of the nature of younger pupils. Including the C factors, there is a decrease in confidential testimony and an increase in the **Q4**, **D** and **O** factors, which gives evidence of emotional instability, anxiety, reactivity, and high-level anxiety about the loneliness of children in whose nature there are violations.

Compared to group **A**, group **B** estimates factors **I**, **E** factors to a reliable degree higher, and indicators F factor decrease, which indicates disorders in the behavior of younger students, a sharp decrease in adaptation, and an internal inconsistency. The combination of trends in different areas such as sensitivity, the need for help, weakness in decision making in clear cases, regularity and independence in younger students who have behavioral disturbances lead to external conflicts that manifest themselves in angry and in frequent disputes with adults.

Disorders of behavior in children leads to negativity, to composure, to dependence on parents and the desire for independence, which maladjusts efforts to resolve misunderstandings and conflict situations.

If in group **B** is compared with group **A** by factor, there is no decrease in intellectual abilities in group B, although they have a decrease in academic performance and difficulties in mastering academic disciplines, this is evidence that they do not want to accept help from others in solving their behavioral problems.

In younger students with a character disorder, in the process of studying the construction of personality characteristics in comparison with healthy children, there is pronounced disharmony in personality development. It reliably defines a low degree of communication, loneliness, a low degree of control over emotions and control, pronounced emotional instability, high impulsivity, a high degree of conflictness and

dominance, anxiety, support, needing help and impressionability, anxiety, the highest degree of frustration, stability which concerns the degree of decay of well-being.

If a group of children with a character disorder is compared with healthy children, then there is no decrease in the dynamics of intellectual fertility. It is in children with a violation of the nature of the difficulty in obtaining knowledge depends not on the fact that the intellect is low, but on the fact that when solving a problem, the refusal of help from others, on loneliness.

According to R.Cettel's questionnaire, a comparative analysis of the indicator of aggregate factors in blogs for children with behavioral disorders showed the presence of a significant degree of emotional experience, low control over emotions, a low degree of desired communication, and pronounced emotional stability. In the group of children with a character disorder in limited frustration positions, the behavioral features, manifested in the stability of the regenerative reactions, it testifies to the weakness of the child's personality and defenselessness, when a situation arises, to avoid responsibility. In children with a violation of character, the type of indication of the leading reaction, being a reaction that stresses an obstacle, shows an extra assessment of these obstacles, reasoning as an invincibility of the situation.

In many situations, children with a character disorder do not feel the elimination of conflict and the need to overcome obstacles. In the group of children with a violation of character, the indicators of group conformity are considered low compared with the indicators of the group of healthy children. If we compare the experimentally-psychological studies of disorganized adolescents with a character disorder with healthy children, the following is observed: the formation of their personality differs from healthy children and adolescents by frustration, rigidity, irritability, anxiety in extreme situations, emotional experiences, weakness of control, disharmony and marked insensitivity. At the same time, behavior disorder in children and adolescents is expressed by a desire for domination, willfulness, dependence on social recognition and a low level of realization of personal relationships due to stupidity and stubbornness.

V. CONCLUSION

Analysis of young features of younger pupils with a character disorder showed that unorganized children of 9-11 years old have a higher level of observation than unorganized adolescents of 12-15 years old. Unorganized children of 9–11 years of age with character disturbances are characterized by anxiety, abstraction, a sufficient lack of attention, and high reactivity. As the dominance increases, as the desire to find a place increases, among the unorganized adolescents 12-15 years old, insubordination is expressed more, which is expressed by aggressiveness.

In unorganized adolescents 9-11 and 12-15 years old according to F factors, the difference in children shows rigidity, pessimism, an expression in relation to the expectation of inhumanity. As they grow, these features are replaced by indifference, excess optimism, and extra evaluation of their capabilities.

Unorganized children of 9-11 years of age with impaired character form impressionability, submission to parents, need for help, anxiety, loneliness, frustration, dissatisfaction in need, trustworthy high rates in relation to unorganized adolescents with behavioral disorders emotional experiences compared with adolescents 12-15 years in confidence is higher.

In children with behavioral disorders compared to healthy children, emotional experiences that are associated with low levels of emotion are high in confidence, this situation is characterized by vagueness, non-objective restlessness, anger, and emotional instability. Based on the above, it can be said that the study and research of the activities of today's unorganized younger students is important in determining the scale of their personal situation and opportunities.

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