

**THE MAIN PROBLEMS OF ADOLESCENTS RAISED IN
DISADVANTAGED FAMILIES IN UKRAINE: THE REGIONAL ASPECT**

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ABSTRACT

The study is aimed at diagnosing underprivileged adolescents in a separate educational institution in order to get an opportunity to observe the acceptable behavior of other participants during the training and to adopt experience accordingly. Young people are psychologically helpless, unprotected, and vulnerable in difficult life situations. They do not have certain life skills that allow them to choose effective ways to relieve stress and tension, give the opportunity to independently cope with the action of stressful situations and form a healthy lifestyle. There is an increase in the forms of maladaptive and deviant behavior in children and adolescents. The solution to this problem is the development and implementation of preventive programs aimed at the assimilation of adaptive forms of behavior by children and adolescents.

Keywords: Family, Children, Nurture, Training, Adolescents

INTRODUCTION

Ukraine is experiencing a difficult period: a split society, long socio-economic and political transformations, the destruction of old outdated stereotypes of behavior, loss of ideals and values. All this is the cause of people's uncertainty in the future. This led to the fact that

parents and mentors are not prepared to have an effective educational effect on youth, since they themselves do not have the necessary knowledge and skills of modern social adaptive strategies of behavior. Young people are psychologically helpless, unprotected, and vulnerable in difficult life situations. They do not have certain life skills that allow them to choose effective ways to relieve stress, which enable themselves to cope with the effects of stressful situations and to form a healthy lifestyle. There is an increase in forms of maladaptive and deviant behavior in children and adolescents. The solution to this problem is the development and implementation of preventive programs aimed at assimilating adaptive forms of behavior by children and adolescents.

As a methodology for researching the problems of adolescents who rise in dysfunctional families in Ukraine at the regional level, testing, questionnaires were used. The test is a theoretically and empirically grounded system of statements (tasks), which enables to obtain measurements of the corresponding psychological properties. Under the test is understood to mean a short-term study, which measures the level of development or the degree of expression of some psychological properties of individuals, groups or communities [73, p. 18].

More acceptable is the classification of L. F. Burlachuk and S. M. Morozov, which distinguish six bases of differentiation of test methods (Puzikov, 2005, 151-154):

1. Depending on the tasks, verbal and practical.
2. On the form of the study procedure - individual and group.
3. Orientation tests for diagnosing different directions, the quality, and the properties of the individual or group.
4. In the presence or absence of time limits for the execution of test tasks, taking into account the speed of the tasks, and performance tests.
5. By the level of standardization - highly standardized and poorly standardized.
6. Hardware and blank tests.

RESEARCH METHODS

The study used generally accepted pedagogical methods to obtain scientific information about them in order to establish natural relationships, relationships and the construction of scientific theories. Used Thomas test, adapted N.V. Grishina to study personal predisposition to conflict behavior and test of empathic potential by Yusupova, who explores empathy. "Empathy Questionnaire" - an emotional response of a person to the experiences of other

people, is manifested in empathy (identification with another) and in empathy (sympathetic attitude to another). It allows you to define both the general level of empathy and its level in various spheres of human life (Puzikov, 2005).

RESEARCH OBJECTIVE

Diagnosis of disadvantaged adolescents and the creation of conditions for the development of positive personal qualities in them, the development and improvement of personal resources.

THE RESEARCH STATEMENT

In his approach to the study of conflict phenomena, K. Thomas emphasized the change in the traditional attitude to conflicts. Pointing out that in the early stages of their study the term "conflict resolution" was widely used, he emphasized that this term implies that a conflict can and should be resolved or eliminated. The goal of resolving conflicts, thus, was some perfect conflict-free condition where people work in complete harmony. However, in recent years, there has been a significant change in this aspect of conflict research among specialists. It was, according to K. Thomas, caused by at least two circumstances: an awareness of the futility of efforts to complete the elimination of conflicts, an increase in the number of studies indicating the positive functions of conflicts. On the author's opinion emphasis should be placed on eliminating conflicts in their management. Accordingly, Thomas thinks it necessary to focus on the following aspects of the study of conflicts: which forms of behavior in conflict situations are characteristic of people who are more productive or destructive; how it is possible to stimulate productive behavior.

To describe the types of human behavior in conflict situations, K. Thomas considers the applicable two-dimensional model of conflict management, the fundamental changes in which is the cooperation that involves the attention of the person to the interests of other people involved in the conflict, and perseverance, which is characterized by an emphasis on protecting their own interests. In accordance with these two fundamental dimensions, Thomas distinguishes the following ways of resolving conflicts (Puzikov, 2005, 138):

- competition (competition) as a desire to achieve satisfaction of their interests to the detriment of another;
- adaptation, which means in opposition to rivalry, the sacrifice of own interests for the sake of another;
- compromise;

– avoidance, which is characterized by the lack of a desire for cooperation, and the lack of a tendency to achieve their own goals;

– cooperation when the participants in the situation come to an alternative that fully satisfies the interests of both parties.

The test is aimed at revealing the intensity of the empathic potential. It can be used as a diagnostic tool for express analysis in the recruitment of staff in communicative professions, and in the preparation of students of psychological and legal faculties of universities, medical, theatrical and pedagogical educational institutions. The age range of applicability is not less than 15 years old.

To the following technique, this was used in the study test «Definition of communication and organizational skills» (COS). Communicative and organizational propensities manifest themselves in the ability to clearly and quickly establish business and social contacts with people, in an effort to expand contacts, participate in group activities, in an effort to show initiative, wit and ingenuity. The ability to have a psychological impact on people, to use techniques and methods of active interaction in joint activities is also important.

The levels of communicative and organizational aptitudes are determined depending on the scores on these parameters. The maximum number of points separately for each parameter is 20. Scores are calculated separately for communicative and organizational aptitudes with a Key to process data "COS-2" (Karelina, 2002).

Key for processing data using the method "COS-2"

	Answers
Communicative inclinations	(+) (+) Yes 1,5,9,13,17,21,25,29,33,37 (-) No 3,7, 11, 15, 19,23,27,31,35,39
Organizational inclinations	(+) (+) Yes 2,6,10,14,18,22,26,30,34,38 (-) No 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

For each answer "Yes" and the answer "No" for the statements coinciding with marked in a Key" separately on the corresponding inclinations, one point is attributed. Five levels of communicative and organizational propensity were experimentally established. The approximate distribution of points for these levels is shown below.

The amount of points	1-4	5-8	9-12	13-16	17-20
Level	very low	low	Average	high	higher

Subjects who received an assessment of 1-4 points are characterized by a low level of manifestation of communicative and organizational inclinations.

Those who scored 5~8 points have communicative and organizational tendencies at the level below average. They do not seek to communicate, prefer to spend time alone. In a new company or team feel constrained. They have difficulties in establishing contacts with people. Not defending his opinions, grieved resentment. Rarely take the initiative, avoid making independent decisions.

For subjects, who scored 9-12 points, characterized by an average level of manifestation of communicative and organizational inclination. They strive for contacts with people, defend their opinion. However, the potential of their inclinations is not very stable. Require further educational work on formation and development of these qualities of the personality.

Evaluation of 13-16 points indicates a high level of manifestation of communicative and organizational tendencies experienced. They do not get lost in the new environment, quickly find friends, seek to expand the circle of their friends, help relatives and friends, take the initiative in communication, are able to make decisions in difficult, unusual situations.

The highest level of communicative and organizational inclinations (17-20 points) in the subjects indicates the formed need for communicative and organizational activities. They quickly navigate in difficult situations, at ease behave in a new team. They are initiative. They make their own decisions. They defend their opinions and seek to make their decisions. They like to organize games, various events.

SELF-ASSESSMENT STUDY

1. The idea of the experiment was borrowed from the American psychologist T. V. Dembo. She used a simple but witty technique to identify a person's ideas about his happiness. Now this experimental technique is used much more widely to identify self-esteem and consciousness of the disease in adults and children.

2. The experiment is conducted in the form of a free conversation. The experimenter draws a long vertical line on a blank sheet of paper and says to the patient: «let's Say that all the people of the world are located on this line: here at the top (show) are the healthiest, and here at the bottom (show) are the most sick. Where do you think your place is among all these people for health reasons». Put this pencil mark - dash in the place where you think you are." (The patient is given a colored pencil to mark.) You can explain and repeat the manual, but you can't discuss patient decision.

Then, next to the first line, draw another same vertical line and offer a similar task: "If on this line to arrange all the people on the mind - at the top let them be the most intelligent (talented), at the bottom - the most stupid, and in the middle - the average. Where would you place yourself?" (Offer the patient a colored pencil to mark his place). On the third line also located people by character: "At the top let there be the best, at the bottom-the worst people by character." (Again, offer the patient to mark their place.) The last, fourth, line represents the distribution of all people "by happiness" - at the top the happiest, at the bottom the unhappy. (The patient is offered to mark his place on this fourth line with a colored pencil.)

3. After that the most interesting stage of experimentally provoked conversation begins. Depending on where he put the dash, he is asked what people he would consider unhappy (or happy). You can also raise the question of what the patient lacks for the fullness of happiness, what he understands by happiness, what it depends on.

Then the experimenter also talks to patients about the first three indicators. So, if the patient considered themselves to be the healthiest people, asked what kind of people he would locate to "ill". If he puts his mark between healthy and average, he is asked about what he lacks to recognize himself quite healthy. A little more cautious in form is a discussion of self-esteem of the patient's mind, he is asked what qualities of his mind he is dissatisfied with, what people he considers the most intelligent, which are the most stupid. The survey of the character is conducted in such a way as to find out what traits the patient considers the worst, and what good and what he sees the shortcomings of his own character.

4. The analysis of experimental data is carried out not so much by placing marks on the line, but by discussing these marks. It turned out that in mentally healthy adults and adolescents, regardless of their self-esteem and objective life situation, a purely positive tendency toward the point is "slightly higher than the middle». Interesting data that characterizes the attitude of healthy to their qualities and their destiny.

Work on this program was conducted from 01.09.2018 to 14.10.2018. Classes, lasted for 2 hours, and were held twice a week on the basis of the Zaporizhzhya Social Humanitarian Gymnasium №27. In total, 12 classes were held (24 hours).

In the work program participated 2 groups of students, 15 people in each, at the age of 13-14 years. Those adolescents are characterized by teachers as dysfunctional. So 10 guys were aggressive in behavior, were considered "slaughterers" among peers. Behaviors of 8 young people were seen as socially disadaptive. The boys often misbehaved, got in some fights, disrupted lessons, showed cruelty toward adults, rude etc. The purpose of all work was to create conditions for the development of adolescents' positive personal qualities, development and improvement of personal resources. Among the methods used were: observation, questionnaires, testing. Among the diagnostic techniques (Puzikov, 2005):

- Methodology "Communicative and organizational skills" (COS); (block 1)
- Thomas test -Dembo-Rubinstein self-assessment scale -Social skills" questionnaire;
- "Self-Regulatory Capacity" Questionnaire.

Preliminary collection of family information allowed us to summarize the characteristics of the subjects' contingent. The families of students participating in the survey are characterized in this way. Of the 30 families studied, 8 financially secure, but are characterized by teachers as conflict, 3 - large families, 3 - incomplete families, 4 - families with alcohol addiction, with a low level of General culture. Basically, in the studied families parents have secondary and secondary special education, and only 4-higher. In one family, both parents are military. During the diagnostic work we have summed up the results of both groups. According to the results of the primary diagnosis, the following can be distinguished: In the majority of participants there was an average formation level of communicative skills and a low formation level of organizational abilities. We have reviewed these diagnostics in detail in the "KOS" method in table number 1.

Table 2.1 - Level of formation of communicative and organizational abilities of program participants (persons/%)

Abilities	Very low	Low	Average	High	Higher
Communicative	2 (6.7%)	9 (30%)	11 (36.7%)	6 (20%)	2 (6.7%)
Organizational	4 (13.3%)	10 (33.3%)	11 (36.7%)	4 (13.3%)	1 (3.3%)

As can be seen from the table, the average level of communicative abilities formation can be traced to 11 people, high for 6 people. And only two participants got the highest score on the test results. Organizational abilities are formed at a high level of only 3 persons. Most (14 people) on this scale received a low score.

Interesting in the study was the fact that when processing the test results, the responses of adolescents we were ranked in accordance with "well-being" and "dysfunctional". It became noteworthy that half of the teenagers with "good behavior" did not find high results in this study. And in the future this trend was also observed in other tests. Next we were wondering how the participants resolve the conflict situations. To solve this problem, the boys were offered the Thomas Test, the results of which we presented in Table 2.2.

Table 2.2 - Thomas Test Results

Positions taken by participants in the process of resolving conflict situations	Number of participants
Rivalry	14 people (46%)
Cooperation	0
Avoidance	5 people (14%)
Adaptation	4 people (20%)
Compromise	7 people (20%)

The results of the test indicate that many participants prefer to take the position of rivalry (14 people); 5 people prefer to avoid solving the conflict; 7 people are trying to find a compromise solution in disputed situations and 4 people, prefer to give the opportunity to defend their goals in conflict with the opponent. In the process of observing the participants in the first lessons, the following was also noted. Many people (especially boys) are interacting aggressively with each other.

Several participants showed shyness, silence. They preferred to sit quietly. The two boys, on the contrary, always tried to draw attention to themselves. They proceeded very fiercely, laughed at others' mistakes, made remarks to others. During the work on the first stage the primary task was to create a positive atmosphere in the group. For this were used various warm-ups. Since the first block of the program was devoted to the teaching of effective communication skills, the boys at the classes learned such skills as the ability to listen and understand the partner in communication, worked out the skills of verbal and non-verbal communication, learned to understand each other.

Many exercises ("Broken phone", "Without words," etc. were not only indicative of different skills, but also as diagnostic material. So during the performance of these exercises it was possible to notice that many boys absolutely do not have the rules of effective communication. They did not know that if the information is incomprehensible, then you can clarify the details by asking the partner. Most often interrupted each other without giving the opportunity to speak to another to the end.

Naturally, after completing each exercise, were summed up, participants analyzed what happened, what was not. Also, a small informative material was suggested for discussion, which allows participants to answer the following questions as: what is communication, what types of communication exist, rules of effective communication, etc. It should be noted that more time in this program has been devoted to the resolution of conflict situations, the development of skills of empathy. These topics have caused special interest among teens, as the problem of resolving conflicts is acutely in adolescence. At the completion of work on the first block with participants, a control diagnostic was performed and the following results were obtained:

Table 2.3 - The formation level of communicative and organizational abilities of participants after the completion of work on the first block

Abilities	Very low	Low	Average	High	Higher
communicative	0	6 (20%)	9 (30%)	9 (30%)	6 (20%)
Organizational	2	5 (16.7 %)	10 (36.7%)	7 (23.3%)	6 (20%)

The results presented in Table 2.3 indicate that a significant number of participants have increased the communicative level and organizational abilities. So, if at first 11 people had an average level of communicative skills, then after training this level was maintained only by 9 people, the high score got 9 people; higher - 6 (20%). The formation level of organizational abilities has also increased. So at first, 14 participants showed a low and a very low score on this scale. By the end of classes on the first block, only 7 people remained low. 6 students scored the highest score (0 - first).

In the course of the final conversation with the participants, the following points were also discovered. The boys noticed that they began to feel more confident. Many students noticed that the classes allowed them to open up, become more active. The girls noted that if

they used to communicate with strangers before, they experienced shyness, then after classes they became easier to communicate and find common ground with other people.

Thus, Alexander R. shared that if earlier he often had conflicts with his parents, then after studying methods of effective resolution of conflicts, he became more reliably related to various situations that provoked conflicts and as a result found some understanding with his relatives. Undoubtedly, this section was aimed not only at the development of certain abilities and skills, but also in the formation of knowledge in the field of communication, effective interaction.

Some "training of personal growth" exercises were aimed at learning participants of their strengths and weaknesses, deeper exploration of their abilities and capabilities. Primary diagnostics at this stage allowed make the following picture. More than half of the participants completed the "Social Skills Questionnaire" (see addition) with low marks (2 or 3 points) on the following scales: persuasion of others; expressing your feelings; self-control; overcoming embarrassment; ability to avoid fighting; ability to defend their rights.

The self-esteem study (Scale of Dembo-Rubinstein) showed that in 8 guys self-esteem is somewhat underestimated. They often are uncertain in themselves, they doubt their own abilities and skills. In addition, in the process of performing such exercises as the "Ten qualities", "Interview" of these participants, there was a tendency to talk about themselves only in a negative light, it was easier for them to note their shortcomings than dignity. In 6 participants, on the contrary, there was an exaggerated perception of oneself, a decrease in criticality to oneself. Thus, in 9 people there was an inadequate self-esteem. Again, comparing the results of successful and dysfunctional teens, we note that inadequate self-esteem has manifested itself in most of the guys whose behavior was regarded as devious, unsuccessful. In adolescents with normal behavior, there was a tendency to overestimation of self-esteem. The control diagnostics after the completion of work in this direction revealed the following.

Data obtained in the course of the control diagnostics show that in 7 people the self-assessment has stabilized. During the final conversation with the participants it was discovered that the guys became more confident in their abilities. So, Yurko M. finally agreed to become the head of the training group, although by this time he had long doubted his strength and thought that he could not cope, despite the fact that he really wanted to become a senior figure.

Table 2.4 - Comparison of the results obtained during the self-assessment study before and after training in personal growth

Self-assessment	Number of people. Primary diagnosis	Number of people. Control diagnostics
understated	8 (26.7%)	5 (3.3%)
overstated	6 (20%)	4 (6.7%)
adequate	14 (46.7%)	21 (70 %)

In addition, the guys noticed that it was easier for them to express their feelings, and this made it easier for them to find a mutual understanding with other people. When analyzing the re-filling of the "social skills Questionnaire" by the participants of the training, it was noted that many children (8 people) significantly increased the assessment of their skills. The final block of the program assumed conducting classes on the topic of mental self-regulation. The initial filling of the "Ability to self-regulation" questionnaire by the participants of the training showed that almost all (11 people) had high marks on the following scales: the appearance of a sense of irritation and anger without cause; the inability to hold back in response to remarks, insults; frequent mood change; long experiences of criticism.

In addition, during the previous interview with the participants it was noted that not many guys are firmly aware of what they want to achieve in life, they have no clear plan for the future. And since the very formation of these skills and skills testifies to the ability of a person to self-regulation, then it can be said that the students do not fully possess this ability.

In connection with this, the lessons for teaching psychic self-regulation were constructed so that participants could, first of all, learn how to manage their everyday events-set goals, plan a day, and so on. Of course, the essential element in the process of work was to teach guys ways to overcome negative emotions, ways to overcome stress situations. For discussion and development at classes participants also offered a small range of techniques of psychic self-regulation (relaxation technique).

Of course, it should be noted that the lessons in this area became the most enjoyable for the participants. I noticed that after the sessions of relaxation he improved the night's sleep, he became calmer and relaxed. The analysis of the re-filling of the "Ability to self-regulation" questionnaire shows an increase in scores on the scales reflecting the overall

process of self-regulation ability. In the final lesson, the results of the whole program work were summed up. The participants filled out the final questionnaire of the participant, as a result of which the following information was obtained. The guys became emotionally close and friendly. Here's what they answered to the questionnaire:

"I was surprised by the game tests. At first I thought that there would be more boredom in the classes, but then, over time, I saw that it was interesting" (Yurko).

"It seems to me that everyone around has become better. The group helped me to become myself and it's so great!" (Dima I.) At first I thought that participating in the discussions will be boring and uninteresting, but when we discussed the topic of drug use, I realized that it was the discussion that helped solve difficult tasks and find the truth." (Masha) "During my classes I have changed everything. I have established relationships with my parents. It seems to me that I have become better understand them, and I have become calmer and more confident." (Alexander)

Thus, summing up the entire work can be noted that this program is undoubtedly effective and further work can be continued. During the course of work some comments and recommendations were made for the further realization of this program. Summarizing the features of the person of adolescents, it should be noted that they are invariant and contradictory, for example, affiliation need not exclude the attraction and even the love of loneliness, trust in communicating with friends is combined with hidden in communication with parents, expansion of the sphere with the development of self-awareness, the tendency to self-affirmation, constant interest in evaluating their qualities are intertwined in the same time with the apparent indifference to self-evaluation of adults and peers. These contradictions in the teenage period are aggravated by dialectical contradictions that are hidden in the person itself, which is associated with accented manifestations of character defining certain characteristics of deviant behavior.

Relying on the theory of Lazarus and taking into account the specialties of our society, N.A. Sirota and V.M. Yaltonsky experimentally found that the development of personal resources and problem-solving skills helps teenagers avoid deviant forms of behavior. Underlying the methodological work of L.I. Bozhovicha, V.T. Lisovskii, A.A. Reana, A.S. Svydosha, N.A. Sirota, V.M. Yaltonsky was developed the program "My universe", the main idea of which is that a person with developed personal resources (self-image, I-concept, self-esteem, responsibility for one's own life, the ability to understand and

empathize with oneself and others, communicative competence, skills of perception and assistance, and the like) are more protected against life's difficulties, and are generally less vulnerable to various deviations. The program is designed for teens 12-14 years old.

The purpose of the program: the development and improvement of the personal resources of adolescents.

Task:

- Formation of a positive I-concept and self-efficacy;
- The development of adolescent abilities to perceive and provide psychological support;
- Development of adolescents' skills in effective communication and interaction with the environment;
- Development of empathy skills;
- Formation of decision-making skills and responsibility.

Methodological support: Dehal, Mustafina "Ways of development of system of children's rest", 2003), Sirota ("Program of healthy lifestyle", 2000), Ann ("Psychological training with teenagers", 2005). Methods and technology of work of social pedagogue (Nikitina, 2007), social pedagogy / journal for social workers and pedagogues (2004-2007).

Material and technical support: the occupation requires a spacious room, with a seat in the number of participants, audio equipment; watchman, writing paper, pencils, markers, chalk for drawing, gouache, brushes for drawing, markers, ball.

CONCLUSIONS AND RECOMMENDATIONS

Frequency of meetings i.e. 2 times a week was optimal. During this time, the guys managed to think about the previous meeting and at the same time she did not erased from their memory, and proper support of the interest of the participants during the meetings. This problem arose sharply. The peculiarity of this program was the availability of a fairly rigid program with themes and forms of training. It was not a free discussion of the problems posed by the participants, although the program itself did not exclude the formulation and decision of a certain part of them. And to maintain interest, we propose to include warm-up and active games. In a narrow age range, it is easier to work because information can be issued strictly for a certain age, which implies the presence or formation of certain skills and abilities. Meetings must be held in an informal setting, outside the educational institution.

Facilities for conducting classes should be spacious, without any unnecessary furniture.

To carry out a number of techniques, paper, cotton wool and colored pencils are required. It is desirable that the group has an equal number of persons of both sexes. In the process of conducting classes at the club, it became obvious that additional leisure activities such as excursions, tea, hikes, sports events should be introduced.

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