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CONFLICT AS A COMPONENT OF ADOLESCENT DEVELOPMENT

Abstract

The article discusses the influence of intrapersonal conflict on the formation of asocial behavior of teenagers. Attention is paid to the specific behavior of adolescents with special needs who are studying in conditions of inclusion. Ways of overcoming asocial behavior, through the work of a psychologist with teenager, family are considered.

The article provides a brief analysis of the studies of conflict and the role of the family in the prevention of antisocial behavior of adolescents. An analysis was made of statistical data on offences committed by children in the Republic of Kazakhstan and the number of families with low subsistence levels. Based on the results of the analyses, the article provides a comprehensive program of work with asocial teenagers and their families for the prevention and correction of asocial behavior.

Keywords: conflict, asocial behavior, teenager, family, psychological assistance, asocial behavior correction, special needs, inclusion.

Introduction. In psychology, a sufficient number of studies (L.S.Vygotsky, E.Eriksson, J.Piaget, Z. Freud, etc.) in which the postulate of the inevitability of age crises, which leads to conflict. Every person, as a component of society, is in constant interaction with other members of society. The most important component of society is reciprocity of expectations and predictability of behavior of the person, group, social community. Therefore, various contradictions and conflicts arise during interaction. In adolescence, these contradictions become more acute and fleeting.

The categories of conflicts, including intra-personal and interpersonal conflicts of particular significance for teenagers, unite conflicts consisting of a clash of different personality formations represented in the teenager's consciousness by certain experiences (Dedousis-Wallace et.al., 2021). The concept of inner, personal, intrapersonal, personal and psychological are used to describe conflict in psychology.

In the family the main spheres of interpersonal conflict manifestation include the relationship «Parent - Children», which may be caused by restriction of freedom, activity and actions, deviant behavior of one of the participants of the relationship, presence of opposite interests, material problems, etc.

In the philosophical encyclopedia, conflict in the broad sense is considered as a «extreme case of aggravation of contradiction» (Philosophical Encyclopedia, 1960-1970). L.Kozer's theory played a major role in defining the conflict, which allowed analysis of the conflict from the point of view of realization of its positive functions. After analyzing the conflict between individuals and groups, Kozer points to the need to distinguish between conflict and hostility, thus defining conflict as «struggle over values and claims due to lack of status, power and means in which the goals of opponents should be neutralized, damaged or limited by their rivals» (Kozer, 1968).

As one of the scientists conducting fundamental research in the field of conflicts, Levin proposes a field theory combining the concepts of topological and vector psychology, including the analysis of cases of collision of two fields, equal but opposite in strength. The research of K.Levin in the field of conflicts is still fundamental, which allows connecting the inner world of man with the real world. These studies make it possible to understand the mechanism of human behavior as a reaction of internal conflict resolution, which leads to external activity, with the possibility of interpersonal conflict (Levin et al., 1982).

According to Boulding (1988) and Kalemci (2019), the conflict is seen as a rivalry situation in which the incompatibility of possible positions is realized, and each side seeks to take a position incompatible with that which the other wants to take.

Another well-known researcher Zaprudsky (1992) defined the conflict as an obvious or hidden state of confrontation of objectively divergent interests, goals and tendencies of development of social objects, direct and indirect confrontations of forces against existing public order.

Adolescence is one of the most frequently researched ages in science, and at the same time poorly studied in the field of behavioral characteristics. Professor of the Department of Differential Psychology MSUPU Novgorodtseva (2006) and researchers Abdulla et al. (2017) in their article on internal conflicts in adolescence, highlight the peculiarity of adolescence as the age of the most intensive development of the personality - manifested in significant qualitative interpersonal grouping and associated with a multitude of internal conflicts.

According to Zakharov (1988), the most pronounced internal conflict of adolescence is the conflict of unity «I», «the contradiction between feeling and duty, emotional and rational sides of psyche». According to the author, the internal conflict of a teenager is defined as the deep fear of «being not myself».

Developmental psychologists believe that crises are inevitable (Z. Freud, A. Freud, A. Adler, E. Erickson, L. Vygotsky and others), in connection with this, the concept of crisis ages arose. However, developmental psychologists notice that when creating an adequate environment, conditions for resolving intrapersonal conflicts, the age crisis is overcome without interpersonal conflicts (Grist et al., 2019).

The issue of adolescents with disabilities, learning difficulties, attention deficit and hyperactivity is also in the focus of the topic under study. The implementation of inclusion principles in the Republic of Kazakhstan has revealed a number of problems in children with special educational needs regarding their interaction and communication with peers (Salgarayeva et al., 2021). According to the latest

data from the National Scientific and Practical Center for the Development of Special and Inclusive Education, 7,487 students are enrolled in secondary schools of the republic, among them students with mental retardation, visual, hearing, speech, emotional and volitional disorders. [<https://special-edu.kz>]. It should be noted that these categories require close attention from both teachers, psychologists, and parents, since conflicts are inevitable without the preparation of the social environment.

Thus, one of the conditions for preventing interpersonal conflict is the creation of a favorable society, one of which is the family and school.

Main part. In the article, we discuss the role of the family in resolving the conflict situation of teenagers. The family is the main institution of education, where the child forms in childhood, which preserved throughout his life. One of the main advantages of the influence of the family on the child is unconditional love and care and at the same time, no social can harm in the upbringing of children, as much as the family can do (Noel et al., 2020).

Children tend to replicate family behavior, family attitudes and learn family values in relation and relationships. Negative behavioral patterns among adults are a key driver in the emergence of asocial behaviors, and adolescents generally fail to find solutions to their interpersonal conflicts (Godleski et al., 2020). These families are dominated by unfavorable asocial and psychological conditions (harsh treatment, asocial lifestyle, pedagogical incompetence, etc.). The conditions lead to the disruption of socialization and adaptation of the teenager to the adult society, and thus to the exacerbation of intrapersonal conflict, which leads to interpersonal conflict, and sometimes to conflict with society (Andreas et al., 2023).

To date, Kazakhstan has no scientifically-based system for working with families at risk. In the case of families raising adolescents with developmental, hyperactivity and learning difficulties, the issue of conflict resolution is particularly acute. Among the organizational number of social institutions, the family occupies one of the first places. The influence of the family on adolescents is unequivocal; it is in the family that the foundation of future social life laid. It

is only in the context of family upbringing that a teenager can fully exercise his emotional and intellectual abilities. A healthy family is the basis of a teenager's well-being. Thus, close attention must be paid to family well-being.

There is a statistical data of the National Bureau of Statistics of the Strategic Planning and Reform Agency of the Republic of Kazakhstan on the dynamics of juvenile delinquency (<https://stat.gov.kz/official/industry/67/statistic/7.>). Data are provided in table 1.

Table 1 - Number of convicted juveniles

	2017		2018		2019	
	Total	convicted juveniles	Total	convicted juveniles	Total	convicted juveniles
The Republic of Kazakhstan	31 950	443	31 309	413	27 460	422
Akmola	1 493	12	1 271	8	1 229	11
Aktobe	1 695	30	1 437	28	1 337	21
Almaty	2 278	26	2 459	25	2 468	29
Atyrau	1 057	16	972	9	875	10
West Kazakhstan	1 450	18	1 403	12	1 284	25
Zhambyl	1 717	22	1 600	13	1 770	23
Karaganda	2 671	27	2 597	26	1 778	25
Kostanayskaya	2 419	24	2 265	32	1 734	17
Kyzylorda	1 195	30	1 291	21	1 081	49
Mangystau	1 256	8	1 523	9	1 652	11
Pavlodar	1 558	10	1 563	22	1 054	6
North Kazakhstan	1 286	6	1 091	11	787	4
Turkestan**	3 288	106	2 038	84	1 659	44
East Kazakhstan	2 749	22	2 781	36	2 246	18
Nur-Sultan	2 350	27	2 558	27	1 810	25
Almaty city	3 034	52	2 945	38	2 719	35
Shymkent	-	-	1 027	11	1 378	65
Military personnel	227	-	176	-	238	1
Central office	225	7	310	1	361	3

Statistics show that the evolution of juvenile crime has not changed dramatically in the last three years, the number remains between 413 and 443. Common causes of delinquency among adolescents are family troubles, among them: alcoholism of parents, domestic problems, lack of stable work and earnings of parents. It should be noted that, since 2019, a new medical and social register for minors and dysfunctional families registered with the police has been introduced. The essence of supervision activities is to provide the necessary timely medical, psychological and social assistance to minors and dysfunctional families. Under the supervision of specialists, this measure will help the family to leave a difficult life situation will ensure control over families at risk.

The category of socially orphaned adolescents is of great concern. Social orphanhood is a problem

both in economic and human development of the country. According to UNICEF, 8,000 families in difficult living situations and 13,000 children living in such families had been registered by 2019 (United Nations Children's Fund (UNICEF) Annual Report in Kazakhstan. These data were confirmed by the data of the newspaper «*Liter*», which notes that every year about 2,000 parents are deprived of parental rights, and 80% of children in children's homes, in fact, are orphans with living parents, which leads to an increase in the number of social orphans. The common contributing factors are diminish in moral values in the family; change in family values; increased divorce and single parent families; the increase in psycho-emotional stress in adults, which directly affects children; and economic instability.

According to the statistical collection of RK «Children of Kazakhstan 2014-2018» the

proportion of the population with incomes below the subsistence minimum is higher in families

with four or more children, that is, large families (19.6 per cent) (Deti Kazakhstana, 2019).

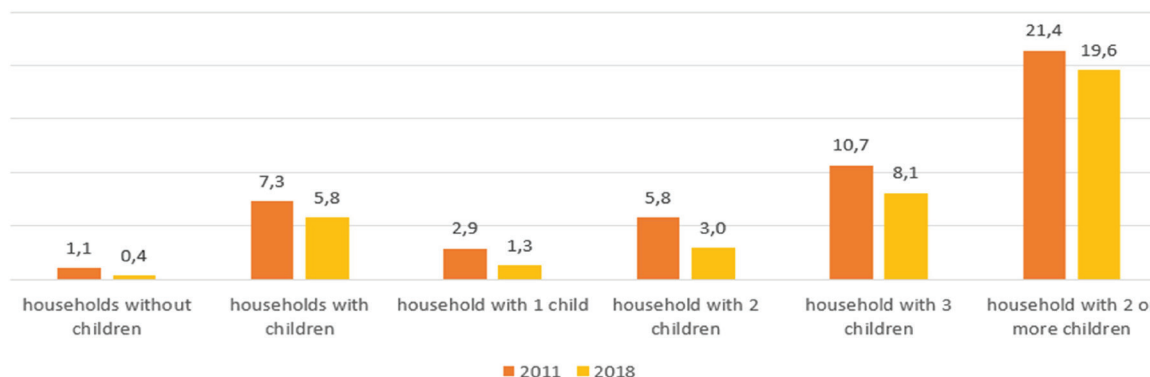


Figure 1. Proportion of population with incomes below the minimum subsistence level with the presence of children (%)

Dysfunctional family is a family in which the structure, value or absence of basic family functions, child abuse are impaired. Every child strives for self-preservation and psychological comfort. However, its absence creates persistent emotional discomfort and rejection of reality.

The psychological condition of children belonging to the group of social orphans is several times more alarming than that of a round orphan. The main reasons are clear and obvious: answering the question to myself, «Why am I an orphan?» the child finds the answer: a round orphan - «absence of parents»; social orphans - «Parents abandoned/refused», «Parents deprived of parental rights». In the first case, the child perceives the state of orphanhood as an unavoidable fact and psychologically perceives it as a tragic state or circumstance in life (the authors do not mean, in any case, the ease of perception of this fact by the child), whereas in the second case, awareness of the unnecessary and alienation of the closest people, parents, leads to an internal personal conflict and this conflict forms a basic distrust of the entire surrounding society. This condition becomes a prerequisite for antisocial behavior of children.

The main goal of the children's asocial behavior is to try to solve the interpersonal conflict. By their asocial behavior, the child strives to achieve a certain goal. No one in the world, does aimless actions. If parents/educators understand the child's purpose, the child will have the key to understanding his or her actions. Asocial

behavior is dangerous in its consequences, in the absence of timely intervention in the correction of such behavior, the society will receive an unbalanced, exposed to various influences of personality. Unable to find a solution in their familiar environment, particularly in the family, an asocial teenager tries to find him in groups in which he can improve his social status, such groups can be asocial groups, communities, or he immerses in the virtual world, where it is possible to reach certain levels, which also gives it a certain status (Uberto et al., 2019).

The problem of providing assistance to adolescents with developmental disabilities, studying in conditions of inclusion and their families, is a new and urgent task at the present stage. This category of children «breaks out» from the concept of the norm, respectively conflict situations and associative behavior are manifested much more often.

Most researches on the study of the influence of the family on the formation of antisocial behaviour among adolescents Buyanov M.I., Zakharov A.I., Lichko A.E., Mendelevich V.D., Rogers K.R., Satir V., Festinger L., Horny K., Spranger E, Yung K. and others reveal the main types of family education that have a negative impact on an asocial teenager and contribute to the exclusion of the teenager from the family:

- juvenile neglect - parents' lack of interest in the young person's needs, control of his or her behaviour and participation in his or her daily life;

– emotional rejection of parents - parents provide material support for the teenager, but the teenager does not receive emotional support;

– hyperprotection - on the part of parents excessive control, suppression of the wishes of the teenager, or as opposed to over-control, upbringing in the family is carried out on the principle of teenager «family idol»;

– spartan education - on the part of parents there is a requirement of strict compliance with the regime established in the family, the suppression of any arbitrary decision on the part of the teenager, often this type is formed in military families.

A sufficient number of works are devoted to the study of interpersonal relationships in families, as well as to the psychological portraits of parents raising adolescents with developmental disorders. As also parents can be categorized as neurotic, authoritarian, psychosomatic, researchers clearly believe that both adolescents and parents need psychological help.

Educators and psychologists working with families raising adolescents with developmental disabilities note the following problems as the most difficult to solve:

– negative attitudes towards adolescents with psychophysical disabilities;

– inadequate parental attitudes and educational models;

– adverse interpersonal relationships in families, etc.

The appearance in the family of a child with problems acts distressingly on the parents, causing psychological stress, which leads to conflicts in the family, deterioration of intra-family relations (Jones et.al., 2021).

All the above types of families form a stable state of intrapersonal conflict in adolescents. If there is no exit from this condition, the teenager projects his condition on others. Thus, timely work is needed to prevent the conflict situation of adolescents.

Considering the family as a factor of upbringing, it cannot be said that not every family performs this function, and the main criterion of this factor is the unfavourable socio-psychological climate in the family, negative attitude towards the child. One of the social institutions that can shape the institution of the

family is the school. In his article Zh.K.Dusikeeva emphasizes that today it is advisable to determine such characteristic components of education, such as the involvement of students in a variety of activities, during which the education and development of the personality: cognitive, value-oriented, artistic, social, work, Sports, free communication» (Dyusikeeva, 2018).

Each school in its own state has a school psychologist who can organize his work in two directions:

1 Family education for adolescents - psychopedagogical support for adolescents, where it is possible to effectively implement preventive work and help adolescents to correct asocial behaviour.

2 Providing parents with psychological and pedagogical knowledge - developing skills of caring for each other's children and other family members, creating a favorable environment in the family (Vakhrusheva et al., 2016).

Knowing the main reasons for the antisocial behavior of a teenager, the school psychologist builds his relationship with him and his parents. The main task of a psychologist is to form the concept and convince parents of the importance of building trust in the family and close communication with it. In a teenager it is necessary to formulate the belief in the importance of the institution of the family and in the fact that parents want only good and support. To do this, the psychologist uses several ways:

– improving the psychological literacy of the adolescent with regard to intrapersonal problems;

– explaining personal and family opportunities in resolving internal conflicts;

– working with family.

Materials and methods. The study included the collection and analysis of data on the dynamics of juvenile delinquency in the Republic of Kazakhstan and the analysis of their families (age, region, social status of families). Analytical analysis of the problems of families with special needs. The primary mathematical processing of the obtained data was carried out. In an empirical study with a family and adolescents, the “Family Sculpture” technique was used, consisting of 3 stages, which allowed to identify conflict situations in the family. Target group was parents

and adolescents at risk. The age of teenagers was 13-14 years old.

Results and discussion. There are some types of works based on well-known methods developed by well-known psychologists T.Y.Khabarova, N.N.Chaikina and L.A.Kutashova, described in the work «Psychocorrection work with deviant teenagers and their parents».

The types of work performed by researchers with adolescents include:

- the formation of adequate self-esteem, the ability to be critical of oneself (Informing, Establishing logical relationships, Assistance in reacting unconstructive emotions, internal negotiations, social trials) (<http://cscb.su/n/020901/020901021htm>);
- the development of the emotional sphere of the person: the formation of will, the ability

to manage oneself, to respond adequately to the effects;

- inclusion in socially significant activities, creating a situation of success in the type of activity chosen by the child;
- prevention of neurotic disorders and pathological attractions (character accentuation, neurosis, suicide, kleptomania, etc.);
- ensuring a favourable socio-psychological climate in the family.

Consider the Adolescent Psychosocial Intervention Programme and recommendations for the family.

The programme consists of three parts: a programme for adolescents, a programme for parents and a programme for joint work. The work areas of the Programme are presented in table 2.

Table 2 - *Psycho-correctional programme for asocial children (Vakhrusheva et al., 2016; Rozhkova, 2001; Butuzova, 2005)*

Direction of work	Techniques (Vakhrusheva et al., 2016; Rozhkova, 2001; Butuzova, 2005)
1. Working with antisocial teenagers	
Informing	Conversation
Emotional contagion	Method of “Associative or emotional transference” “Comparing “yesterday’s” self with “today’s””
Help in responding to unconstructive emotions	«Fairy tale therapy»
Internal negotiations	«Attitude towards yourself» «Awareness of Attitudes»
Transformation of personal history	“Fairy tale therapy” “In the afternoon I saw a program on TV...”
Social projects	«Work on resources» «Goal Setting»
2. Working with parents	
Informing	Conversation
Awareness of the conflict and awareness of the teenager’s problem from the parent’s point of view.	«Free chair»
Formation of comfortable communication skills with children	«Tender name»
Reducing emotional stress and developing non-blaming communication skills.	«I-statement»
Formation of skills for organizing conversations with children	Rules for talking with a child
3 Collaboration between teenagers and parents	
Building empathy between parents for their children	«Imagine yourself as a child»
Formation of communication skills with your children.	“Do not say anything, absolutely nothing unpleasant to your loved ones”

Each area given in the table play an essential role in the proposed program.

Informing. The main task of the psychologist is to inform the teenager and parents about the possible dynamics of behavior of both the teenager and parents. The psychologist should also inform the teenager and parents about what will happen during the session and how confidentiality will be maintained. Information also includes increasing psychological literacy in the area of the issues under discussion.

Emotional birth. Establishing logical relationships involves restoring sequences of events, identifying the influence of internal factors on what is happening and their relationship. This will allow the teenager and his parents to establish the root cause of the events occurring.

Help in responding to unconstructive emotions: this method will allow you to regulate your emotional state. Through laughter, tears, reprimanding, active action - any action that allows you to relieve tension that causes negative emotions.

Internal negotiations are aimed at resolving internal conflicts. The work of a psychologist is to organize and visualize the problems that arise in a teenager or parents. Visualizing or objectifying the problem will allow the teenager or parents to organize internal negotiations that can lead to a compromise. After targeted training, the teenager or parents are trained to negotiate with the “problem”.

Transformation of personal history (I want and need, fairytale therapy, transformation of a figure) consists of immersing oneself in one’s own history for the mental completion of unfinished events in the life of a teenager. Mentally replaying the situation will allow the teenager to change the course of events or complete the unfinished part of an event. This behavior will relieve the tension caused by the unfinished action.

Social projects allow a teenager to better understand their own capabilities and form new forms and modes of behavior. An antisocial teenager lacks positive behavior skills, which

form the basis for successful adaptation to society. Social projects form a socially positive orientation of a teenager’s personality, which will allow them to compensate for behavioral deficits. For such children, according to PhD research by Dr. M.K. Kurbanalieva is characterized by impulsiveness, quick temper, good nature, they often act under the influence of the situation, and they also have a tendency to show aggression. They find it difficult to control their emotions and tend to engage in risky behavior (Kurbanalina, 2016).

Working with parents consists of recommending antisocial behavior when communicating with a teenager. The main vector of work with parents is the parents’ awareness of the need to organize a comfortable environment to resolve intrapersonal conflicts. In the family, a teenager must find answers to all the contradictory questions that arise on his way.

Thus, the main recommendations for parents:

- consistency in the actions of parents;
- emotional comfort in the family;
- refusal of physical violence;
- providing independence while simultaneously stimulating the desire for exemplary behavior and initiative;
- refusal to compare with other people;
- organizing a comfortable communicative space for discussing teenagers’ issues.

When consulting parents on resolving conflict situations with a teenager, it is necessary for parents to be aware of the fact of live interaction with the teenager. It is important to note that many negative manifestations of a teenager have their origin in his past ideas and feelings. The experience that a teenager has, the reaction of parents to this or that offense play a great influence on his subsequent actions. If there is aggression on the part of the parents, the teenager will avoid discussing any actions with the parents, assuming a similar reaction.

If in the early period a teenager felt a lack of love, understanding and trust, he will strive to compensate for these emotions in communicating with peers or other groups, or he will have

difficulties communicating with others, and in the end he may become an outcast in the team. This can be especially noticeable in relation to children with disabilities and deviant behavior.

Let's look at some techniques that can be used to work with teenagers and parents. The most popular, in our opinion, is the "Family Sculpture" technique. The author of this technique is V. Satir. The essence of the technique is that the arrangement of people and objects should physically symbolize intra-family relationships at a given time, and assess the degree of psychological closeness between family members.

We made a sample of families in which there were problems in relationships between adolescents and parents. A total of 9 parents (8 mothers and 2 fathers) and 9 adolescents aged 13-14 years took part in the study. A preliminary characterization of families and adolescents was obtained from teachers and a psychologist. As it turned out, 3 families were single-parent; mothers were raising teenagers. In conversations with parents, it turned out that there is misunderstanding and disobedience on the part of teenagers between parents and teenagers. 2 teenagers were registered with local police inspectors for juvenile affairs. One teenager systematically experienced conflicts with classmates, so-called bullying, according to his mother. The mother explained this situation by the fact that the teenager has problems of an autistic nature. Classmates did not accept the teenager's uniqueness and "strangeness."

The essence of the technique is that the location of family members and objects indicates the characteristics of the family structure and intra-family relationships from the point of view of the "sculptor", which may be a teenager.

The method, or so-called technique, is carried out in three stages:

1 Creation of a sculpture of a family, reflecting the characteristics of the real situation in the family;

2 Sculpture discussion stage;

3 Creation of a sculpture of a family, reflecting the "sculptor's" idea of an ideal family.

At the first stage, the teenager portrays his parents as if from clay in the form of a living sculpture in such a way that their poses and location in space reflect actions and feelings in relation to each other. It is important that family members allow the teenager to handle the "material" freely.

If the "sculptor" finds it difficult, then leading questions are asked: "Here is your mother. Where will she be located? Will he stand or sit? Where will he look, what will his facial expression be? Is this the father? Where will he be located? Will he sit or stand? What expression will he have on his face? Where will you be located? etc. (Sherman et al., 2001).

The second stage is discussion. It is important to get answers to the questions: Name of the sculpture? How do you feel in this place among your relatives? Did this sculpture surprise you? What surprised you the most? Do you agree that your family is exactly as depicted in the sculpture? What would you like to change in the life of your family?

At the third stage, the coach asks to depict an ideal family in his understanding. Thus, each member of the composition plays and physically feels the real state of affairs, and how the teenager ideally sees it.

In the practical part of one of the methods for identifying anxiety and attitudes towards conflicts, a survey was conducted "What feelings does conflict cause?", in which parents and adolescents took part.

Table 3 – Data on the results of working with families on conflict resolution

Outcome indicators	Before working on the problem		After working on the problem	
	parents	child	parents	Child
Negative emotions	6	7	4	5
Neutral emotions	2	2	4	3
Positive emotions	1		1	1

Thus, the study identified some family problems. The techniques used in the study made it possible to confirm the correctness of the chosen work strategy. The positive effect,

manifested in the reduction of negative emotions and the emergence of positive emotions in both parents and adolescents, allows them to confirm the need to continue working.

At the same time, the analysis of intra-family relationships should not be based only on the results of the techniques used, as indicators often have a subjective nature, the subjective reality of the teenager's inner world, which can lead to erroneous conclusions and recommendations.

Conclusion. Thus, based on the analysis of psychological and correctional work to resolve intrapersonal conflict, it should be noted that

with proper organization of effective work with families, it is possible to reduce the antisocial behavior of adolescents. Along with working with the family, the psychologist must develop a program of work with an antisocial teenager, during the implementation of which the teenager will receive answers to the questions that arise independently in a constructive manner. This will be facilitated by his skills in transforming personal history, internal negotiations, as well as adequate self-assessment of his own capabilities and development prospects.

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FEATURES OF STRESS RESISTANCE OF TEENAGERS PARTICIPATING IN THE ACTIVITIES OF THE THEATER CLUB

Abstract

The discourse undertakes an examination of the imperative task of fostering stress resilience among adolescents engaged in theatrical endeavors. The cultivation of individual stress resilience is facilitated through the intermediaries of emotional and social intelligence. The involvement in expressive pursuits, such as the performing arts, affords adolescents extensive opportunities for the enhancement of self-reflective capabilities and artistic proficiency. Predicated upon the empirical data procured, it can be posited that active participation in a theatrical ensemble contributes significantly to the augmentation of an individual's overall stress resistance. This phenomenon is ostensibly attributable to the amelioration of the adolescent's emotional intelligence. To substantiate this conjecture, an evaluation of emotional intelligence levels was conducted within both control and experimental cohorts. The findings reveal heightened levels of emotional intelligence among participants in the acting group, particularly in the domains of interpersonal emotional intelligence and emotion management. These facets of emotional intelligence undergo active refinement during rehearsal sessions and public performances. The study's outcomes signify that adolescents engaged in theatrical pursuits encounter comparable stress and anxiety as their counterparts but exhibit superior self-regulation mechanisms vis-à-vis anxiety, thereby evincing a capacity for more efficacious decision-making.

Keywords: stress resilience, theatrical creativity, adolescent development, emotional intelligence, stress management.

Introduction. Stress tolerance denotes an individual's capacity to effectively manage adverse environmental influences while preserving psychological and physical well-being. It encompasses not only the ability to surmount stressful situations but also the adeptness to adapt to them without compromising performance and emotional equilibrium. The significance of stress resistance is underscored by the prevalent encounter with diverse challenges and unforeseen circumstances in the contemporary world. Proficient stress management facilitates enhanced functioning amid conditions of uncertainty, concurrently sustaining decisiveness and the capacity for judicious decision-making. This attribute contributes not only to the amelioration of overall physical and mental health but also affords avenues for personal growth and development. Adolescence emerges as a particularly susceptible phase wherein the foundational social and characterological traits of an individual take shape. The inherent challenges during this developmental stage necessitate the