Psychological study of the development of advanced training of students

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Abstract

In the period of modern global changes, one of the topical issues has become a psychological study of the development of assertive behavior of students. It has been comprehensively studied that assertive behavior includes the qualities of the ability to defend their rights and regulate their behavior, regardless of external influences. The importance of rational use of smart resources in the formation of assertiveness, conflict control in communication, and independent decision-making is determined. Since Bullying is an undesirable aggressive behavior, it has been proven that it negatively affects assertive behavior, so the ability to cope with stress, self-confidence are effective ways to form and achieve assertiveness. The following research methods were applied: analysis of scientific and theoretical, psychological literature, discussion, questionnaires "Assertiveness", "Diagnosis of assertive behavior", S. Hobfall's methodology "Strategies for overcoming stressful situations", processing of the data obtained. The study implements the development of assertive behavior of students through three main factors, including the presence of important psychological qualities: cognitive activity, socio-motivational, communicative activity and internal unity of emotional and volitional stability.

Keywords: assertiveness; assertive behavior; social activity; smart resources; bullying; self-regulation; self-esteem; the ability to confidently defend their rights; the ability to personal growth.

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FORMS OF ALIENATION, FACTORS OF ITS GENESIS AND WAYS OF OVERCOMING

Abstract

Considering alienation as a process by which an individual gets out of control and shares the results of his activities. Activity is understood in the broadest sense of any social action, or in other words, alienation is a process alien to the world in which a person lives. The problem of alienation lies in the fact that such a manifestation can be expressed in an extraordinary, restrained way or not at all. Attempts to solve this issue were made by almost all psychologists who investigated the problem from the above positions, ensuring active movement from individual to group routes of students**.** Thus, the severity of the problem of alienation, its particular severity in adolescence, the need to overcome alienation as a negative phenomenon led to the formulation of the problem in education. Depending on the point of view from which various sociological, psychological and philosophical theories consider alienation, the ways of overcoming alienation also change. Based on the purpose and objectives of the study, we organized and conducted experimental work on the study of forms of personal alienation. Along with the search for the most important directions in the study of the phenomenon of modern alienation, it is necessary to determine the mechanisms of leveling its manifestations in a negative way. All psychological resources are used to expand the cognitive environment of the school, to connect the student, the school community and the school more closely.

Keywords: phenomena of modern alienation; competitiveness; human activity; sociometry; a tool for overcoming contradictions; progress of the pedagogical process; conflict; social isolation.

Introduction. The problem of alienation of personality is one of the most urgent problems of modern psychology. Due to the fact that Kazakh society has entered the era of post-industrialism, interest in the problem of alienation is increasing, new forms of alienation are emerging, giving this problem a global character. Continuing the given line of setting and solving the issue of alienation under consideration, it is important to understand the use of the category «alienation» in the modern situation in the era of post-industrialism, in which more and more new forms of alienation appear, giving the problem a global character.

President of Kazakhstan K.-Zh.Tokayev said: «The XXI century is the era of new knowledge and technologies. Everyone can increase their competitiveness only by continuously improving themselves, mastering new ideas and constantly adapting to the dictates of the times».

The latest current phenomenon of the global pandemic and the crisis that followed it demonstrated that the whole world is facing challenges that have no analogues in history today. In addition to biological, economic, environmental, social, and other threats, various «ideological viruses» have become widespread. In the conditions of rapid globalization, it is increasingly difficult to recognize the harmfulness of its influence. If we generalize, then most people lose their inner core under external influence and, unnoticed by themselves, find themselves in captivity of dangerous illusions» [1, P.4].

The Russian-English online translator and Dictionary research recommends focusing on the trend of alienating and negative impacts and on the development of a national preventive plan to prevent such deviations as suicides.

This refers to the inability of the younger generation to realize their potential, the totality of various social influences that overwhelm the personality.

Alienation as a process occupies the entire life of a person, which manifests itself in the inconsistency of human nature with the nature of social relations, the loss of control over the products of human activity and its incompatibility with nature [2, P.13].

It is necessary to emphasize the consequences of the entry of mankind into the modern information civilization in connection with the emergence of new environments in which the integrated life of mankind is becoming more and more problematic. In particular, the global content of virtual reality in the mass consciousness is associated with technical capabilities and computer technologies that create very topical negatives for society and hinder its harmonious development.

People's actions to realize their imaginary intentions, dreams and fantasies are also virtual, and human actions in the subconscious can lead to unpredictable, including negative consequences.

In this regard, virtual reality can be divided into external and internal, natural and artificial, etc. It is important to structure the parts and elements that determine the impact and understanding of virtual reality not as a specific type of threat, but as an opportunity to solve modern global problems, including alienation [5, P.20].

Opposites are the driving force of every phenomenon, therefore, we find a contradiction: advantages and disadvantages of behavior: life or death. It is necessary not to convince the younger generation that alienation cannot be overcome or, conversely, defeated, but to justify its inseparability from reality, the content of important actions and understanding of the issue in which the need to effectively overcome the mechanism of its form is an urgent task of the pedagogical process [8, P.123].

Due to the dynamism of the pedagogical process, it requires the ability to act in accordance with the given state of the pedagogical process or the personality of students, showing them real examples of resolving contradictions.

Materials and methods. The tool for overcoming any contradiction is the mastery of applied methods corresponding to this contradiction, an important task of pedagogy. Thus, the development of the pedagogical process as a phenomenon is associated with contradictions that arise and are overcome in the development of adolescents, where the result of the pedagogical process appears in the form of individual mental, moral, emotional and other transformations. Then we move on to the most obvious situations and ways to overcome them [3, P.21].

But for this it is necessary to have sufficiently clear information about the state of the psychological environment at school [4, P.15].

Circumstances differ with respect to the subject of communication of participants in the pedagogical process (work, study, play, etc.). In any case, we can say that there is a certain contradiction that a teacher must realize in order to influence the course of the pedagogical process. Of course, it is necessary to make efforts to resolve contradictions and thereby ensure the progress of the pedagogical process.

Let's define what it means to professionally resolve contradictions arising in the pedagogical process.

1. Timely analysis of emerging inconsistencies.

2. The ability to prevent and formulate emerging contradictions

3. To identify the premise of the contradiction.

4. Plan a pedagogical task – what needs to be done to change the situation that has arisen in order to obtain a pedagogically valuable result – progress in the development of its participants.

From this sequence of works, a method of analyzing specific pedagogical situations is formed:

1. Determine the specific contradiction characterizing this situation.

2. Find out what is the subject of communication.

3. What kind of communication and type of relationship do the communicating parties offer?

4. Do you think that further changes are needed in this situation and which ones will allow you to change the actions of the parties to resolve and resolve the conflict?

5. How do you see the actions of the parties after the situation changes to resolve the communication conflict?

6. Formulate in advance what the removal of the conflict between the communicating parties should lead to.

Results. When organizing an experimental study, in accordance with the purpose and objectives of the study, 47 respondents from among the students of the 10th grade were included in the number of subjects (10 «A» - control group (24 students), 10 «B» – experimental group (23 students).

n the first stages of the study, we used the diagnostic questionnaire «Loneliness» by S.G. Korchagina, it is designed to diagnose the depth of loneliness experience. The study groups were asked to answer 12 questions, to which 4 possible answers were offered. The results of the study are presented in figure 1.

From the results of the study, we see that a very deep experience of loneliness, immersion in this state is present in 4,3% of the experimental group, a deep experience of actual loneliness is experienced by 16,7% of the control group and 17,4% of the experimental group, a shallow experience of possible loneliness is inherent in 33,3% of respondents from the control group and 34,8% of the experimental group, currently do not experience now 50% of respondents from the control group and 43,5% from the experimental group are lonely [10, P.25].
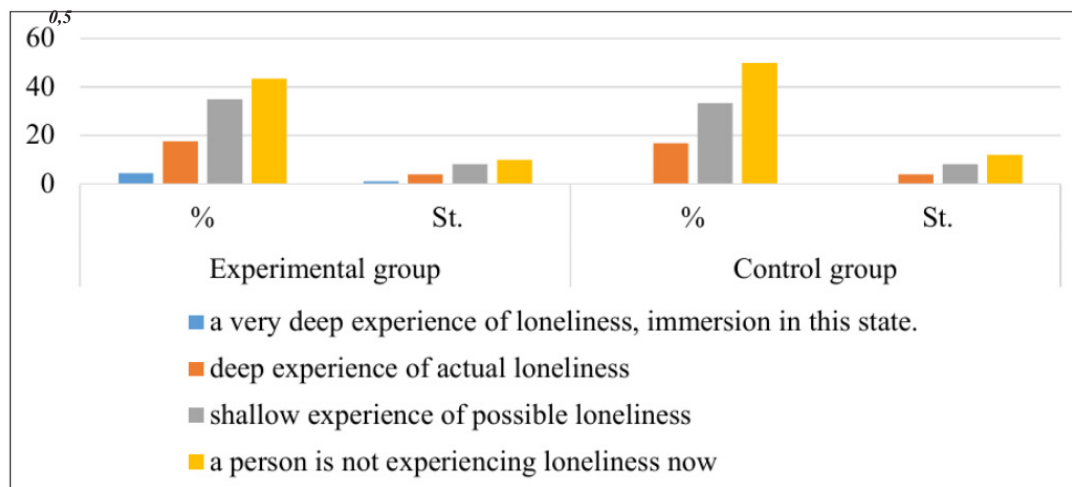

Figure 1. **Research data on the diagnostic questionnaire «Loneliness» by S.G.Korchagina**

Next, we used the UCLA Loneliness Scale for the purposes of our research - a test questionnaire developed by M.Ferguson, L.Peplo, D.Russell (M.L.Ferguson, L.A.Peplau, D.Russell) in 1978. The technique is used to determine the level of social isolation and loneliness of a person in terms of the frequency of their manifestation of applications in their lives using four possible answers: «often», «sometimes», «rarely», «never» [6, P.87].

The results of the study are presented in figure 2.

4,2% of respondents from the control group and 8,7% from the experimental group demonstrate a high degree of loneliness, 41,7% of respondents from the control group and 39,1% from the experimental group have an average level of loneliness, 54,2% of respondents from the control group and 52,2% from the experimental group have a low level of loneliness. At the next stage of our research, we used the questionnaire «About the meaning of life». The purpose of the study is to identify the peculiarities of students' ideas about the meaning of life [19, P.118].
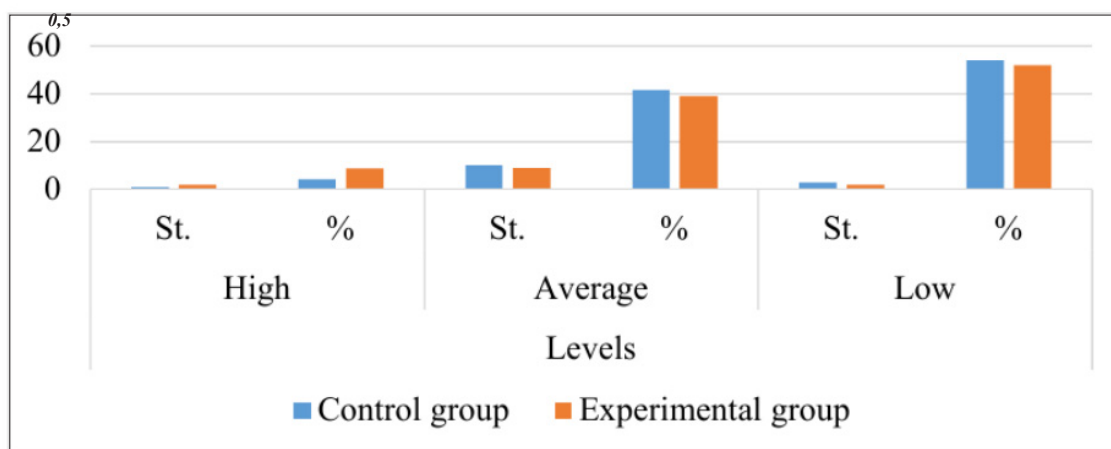

Figure 2. **Research data on the scale of the subjective feeling
of loneliness by D.Russell, L.Peplo, M.Ferguson**

Everyone who was asked «What, in your opinion, is the meaning of life? » answered: «the meaning of life in family, career, education», «to find yourself, your place in life». The answers received correspond to the age characteristics of the individual – «What is the meaning of life for every person? ». Almost all respondents answer that it is important for everyone to have a goal in life, what he lives for [16, P.31].

«Does the meaning of life change with age?» 44% of respondents in the control group and 52% of respondents in the experimental group found that it can change with age, and some are related to life experience. According to our observations, students who have experienced certain difficult life situations refer to their own experiences: the loss of loved ones, the separation of parents.

«What do you think is more in a person's life: meaningful or meaningless?». This question caused conflicting feelings among respondents, but most believe that in addition to meaning, there are also meaningless life situations. For some, this question turned out to be quite difficult [4, P.31].

«What influences the formation of the meaning of life?». Considering the importance of the question, 38% of respondents in the control group and 42% of respondents in the experimental group identified the following factors: parental example, relationships with peers, relationships with teachers, media influence, reading. literature, etc.

«What school subjects have helped (or are helping) do you find the meaning of life?». Respondents paid attention to literature, self-knowledge, history, as when reading these topics they often think about the meaning of life using the examples of other people, the lives of historical figures, literary figures [13, P.17].

The choice of subjects such as computer science, foreign language, mathematics, biology is most often associated with the upcoming passing of the UNT and focus on the future profession. For example, for 10% of the control group students, it is important to study mathematics; 6% - a foreign language, history and Russian; 8% - biology and computer science and 2% - physics, physical education, chemistry, geography, etc. 42% of the students in the experimental group consider it important to study the Russian language, mathematics, which clearly indicates the upcoming passing of the UNT, because in these classes they practiced trial testing in UNT disciplines.

This indicates that the formation of the semantic sphere of personality is low for this age and this requires attention from teachers and psychologists. For the purposes of our research, we got acquainted with the results of testing students using the «Sociometry» methodology conducted by the psychological service of the school. This technique is used to analyze interpersonal relationships in order to improve, improve and change them. The results of the study are presented in figure 3.

Department of Education in all schools of Kazakhstan. The purpose of the survey was to identify all types of violence faced by children because violence negatively affects the development of children, their feelings and relationships with other people throughout their lives.
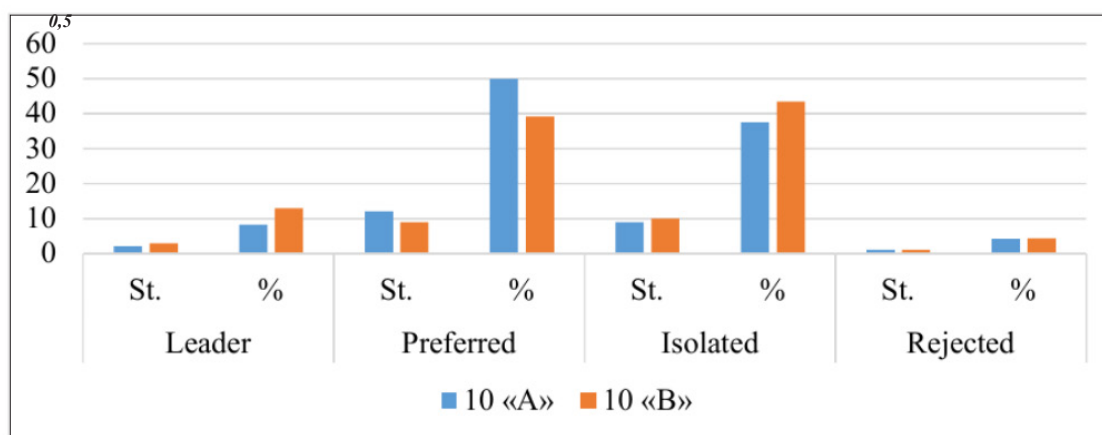

Figure 3. **Research data on the «Sociometry» methodology**

It was important for us to inform the children that society is not indifferent to this problem, to whom you can contact in case of violence, to inform the phone numbers of special services dealing with these problems.

Students of the 10th «A» class note that 51,7% live with their father and mother, only with their mother – 23,3%, with their mother and stepfather – 11%. To the question «What are the relationships in your family?», 18,8% say «we have quarrels, but we need each other», 76,7% answer «we have a friendly, close-knit family, we are good together», 2,13% note that «relations in our family are tense, hostile», also 2,13% answer «Everyone lives by himself», 1,06% note that «There are often quarrels and even scandals in our family».

The opinion of parents is authoritative for 70,2% of respondents, 82% note that parents treat them respectfully as a person, 12,4% are afraid of parents' punishment, 83,1% of parents educate children with a sense of self-esteem, self-esteem, at the same time 8,1% of children say that there are situations in which they want to leave at home. 75,5% of respondents note that parents praise them for their successes, encourage them in case of failures, encourage them for good behavior, to the question «Does it happen that your parents (guardians) physically punish you?» 80,1% of respondents answer «no, they never punish», and 15,7% of respondents answer «only in exceptional cases cases».

«Have you had any cases of violence against yourself?» 92,4% answer negatively, 5,3% highlight physical violence; 8,7 – psychological; 0 – sexual; 9,6-- economic – «In case of violence against yourself, who do you turn to for help?», 51,1% would turn to parents, 10,1% to friends, 12,4% to a brother or sister, and only a small percentage of students would turn to a psychologist, teacher, medical professional, there are those who would not turn to anyone and they find it difficult to answer.

In the 10th «B» class, 61% live with their father and mother, only with their mother - 26%, with their mother and stepfather – 13%. To the question «What is the relationship in your family?» 4,3% note that «There are often quarrels and even scandals in our family» and 4,3% also note that «relations in our family are tense, hostile», 8,8% answer «Everyone lives by himself», 13% note «we have quarrels, but we need each other» and 69,6% answer «we have a friendly, close-knit family, we are good together».

The opinion of parents is authoritative for 69,6% of respondents, 86% note that parents treat them respectfully as a person, 8,8% are afraid of parents' punishment, 86% of parents educate children with self-esteem, self-esteem, at the same time, 13% of children say that there are situations at home when they want to retire the street. 78,3% of respondents note that parents

praise them for their successes, encourage them in case of failures, encourage them for good behavior, to the question «Does it happen that you are physically punished?».

To the question «Have you had any cases of violence against yourself?» 91,3% answer negatively, 4,3% identify physical violence; 17,3 – psychological; 0 – sexual; 17,3 – economic. To the question «In case of violence against yourself, who do you turn to for help?» 78,3% would turn to parents, 4,3% to friends; 8,7% to a brother or sister, students; 4,3% to a psychologist, teacher, medical professional; they would not turn to anyone and find it difficult to answer – 4,3%. The SAN «Well-being, activity, mood» test is a questionnaire of moods and states. Developed by Doskin N.A. Lavrentieva, V.B.Sharai and M.P.Miroshnikov - employees of the 1st Moscow Medical Institute named after I.M.Sechenov V.A. in 1973.

SAN is a table (map) containing 30 pairs of words denoting the studied characteristics of the psychoemotional state (activity, mood, well-being,).

SAN is often used in assessing the mental state of people, psychoemotional response to stress, identifying biological rhythms of psychophysiological functions and individual characteristics. The results of the study are presented in table 1.

Table 1

Results of the study using the «SAN» method

Grade	Well-being in %			Activity in %			Mood in %		
Levels	в	с	н	в	с	н	в	с	н
10 «A»	20,8	62,5	6,7	16,7	62,5	20,8	8,3	79,2	12,5
10 «B»	13	65,2	1,8	21,8	56,4	21,8	21,7	0,9	17,4

The results of the study showed that in the 10th «A» class, 4 students have a low level of well-being, which is 16,7%, the average level of 15 students, i.e. 62,5%, the high level of 5 students, i.e. 20,8%. Activity is high in 4 students (16,7%), average in 15 students (62,5%), low in 5 students (20,8%). The mood is at a high level in 2 students (8,3%), at an average level in 19 (79,2%), at a low level in 3 (12,5%) students.

In the 10th grade, 3 students (13%) have a high level of well-being, 15 (65,2%) have an average level, 5 (21,8%) have a low level. High activity in 5 students (21,8%), average in 13 students (56,4%), low in 5 students (21,8%).

The mood is at a high level in 5 students (21,7%), at an average level in 14 (60,9%), at a low level in 4 (17,4%) students.

Since the 2017-18 academic year, a suicide prevention program has been implemented in the schools of the Pavlodar region. The right to implement the program in each region of Kazakhstan is determined by the Joint Order of the Ministries of Education and Science of the Republic of Kazakhstan No. 95 dated 02.03.2015, Health and Social Development No. 102 dated 27.02.2015, the Ministry of Internal Affairs of the Republic of Kazakhstan No. 201 dated 11.03.2015 «On the phased implementation of the project on suicide prevention among minors in the Republic of Kazakhstan». This order defines the terms and stages of the program, its content [17, P.41].

The program is aimed at improving the competence of school staff and improving their work on the prevention of suicidal behavior and the promotion of mental health of adolescents at the level of educational institutions. It is primarily designed for teachers-psychologists, social educators, classroom teachers [14, P.61].

The program was prepared in partnership with the UN Children's Fund (UNICEF) RSE on PCV "Republican Scientific and Practical Center of Narcology, Psychotherapy and PSI.

According to the WHO classification, Kazakhstan is in the third group of countries with high suicide statistics, especially among people aged 15-19 of both sexes. The school is an important place for promoting a healthy lifestyle and applying preventive intervention measures to young people.

Some studies have established a link between suicidality, depression, smoking, drug and alcohol use, low physical activity, poor nutrition, insufficient sleep in minors. Therefore, the assessment of mental health through a survey is a very important component in this program. It also allows you to redirect teenagers in time to receive timely specialized care [11, P.31].

During the survey, students were asked questions concerning his emotional, behavioral and social sphere, attitude to bad habits. Some of them concern hidden, invisible at first glance, problems that the child does not express to parents and close associates. It is important that when working with the survey [19, P.32].

According to the survey results, some of the students may be at risk. The suicide prevention program is designed for students in grades 8-10 and is aimed at improving the mental health of adolescents and preventing auto-aggressive behavior through 3 different activities:

1. Raising students' awareness: A series of three workshops conducted by school psychologists in the classroom to raise students' awareness of mental health, to develop their problem-solving skills and to encourage them to seek psychological help if necessary. According to the standard presentation, three seminars will be held. Each student will also receive a brochure with information on how to get help, including a summary of the content of the seminars [16, P.32].

2. Training of school staff (training of suicidal supervisors): seminars for school staff to learn how to identify and convince students at high risk of stress or deviant behavior. ask for help. The school staff will also receive an information booklet with a summary of the seminar content and contact information about services and consulting services.

3. Identification of students at risk of suicidal behavior: a program for early identification of students who are mentally burdened and at high risk of suicidal behavior, using a questionnaire filled out by teenagers.

According to the results of the survey, students with suicidal thoughts, depression or other psychological problems are recommended to have a conversation with a school psychologist (semi-structured interview). If the interview shows that the child needs additional help, the psychologist will inform the parents about it and persuade them to contact a specialist.

The sequence of levels of the program:

1. Inform parents / guardians of students about the program.

2. Get samples of parent/guardian consent forms to collect information about the program.

3. Informing students about the program.

4. Conduct a survey to identify students at risk.

5. Interview students classified as a potential risk group and, if necessary, refer them to health services.

6. Training of school staff.

7. Teach teenagers with mental health, depression and suicide how to find help during a crisis.

A meeting with parents is organized 10-14 days before the start of the program and is aimed at increasing responsible parental participation, their awareness in the prevention of deviant behavior in students. At the meeting, the parents were informed about this program, got acquainted with the slide presentation, with the «Program Information Form». Parents of all students have agreed to their children's participation in this program by signing an agreement [13, P.43].

To identify the risk group among students, we conducted a questionnaire survey.

Before the start of the survey, the psychologist informed the students about the purpose and procedure of the survey, as well as informed about the confidentiality of the results. He said: This study asks you how you feel and how you feel, and asks for your opinion on various topics related to your health. Your name should not appear on any page of the questionnaire. Your personal information is encrypted and confidential. Your answers will not be available to teachers or the school administration and will not affect your grades at school. Remember that this is not a test, there is no right or wrong answer and we are interested in your opinion. We hope you will answer all the questions. You have the right to stop participating in the survey at any time if you feel uncomfortable or want to stop reading or answering questions. All 10th grade students took part in the testing with their parents' consent. The results of the study are presented in the following tables (table 2, 3).

Table 2

Results of identification of suicidal risk of students of class 10 «A»

№	St.code number	SCALES						Previous suicide attempt (yes/no. If «Yes» - when)	Presence of high risk (Yes/No)
		Non-suicidal	Global suicidal	Stress	anxiety	depression	suicidality		
1	2	3	4	5	6	7	8	9	10
10A01	0	7	1	0	1	0	no	no	
10A02	0	7	8	3	4	0	no	no	
10A03	0	5	15	14	13	2	no	yes	
10A04	0	5	1	7	2	4	no	yes	
10A05	0	15	5	4	6	0	no	no	
10A06	0	18	0	0	0	0	no	no	
10A07	0	12	0	0	0	0	no	no	
10A08	1	10	0	0	0	0	no	no	
10A09	0	16	2	0	1	0	no	no	
10A10	0	21	11	7	2	0	no	no	
10A11	0	12	0	0	1	0	no	no	
10A12	0	15	2	0	1	0	no	no	
10A13	0	17	2	0	8	0	no	no	
10A14	0	14	5	1	2	0	no	no	
10A15	0	12	0	0	2	0	no	no	
10A16	1	8	1	0	0	0	no	no	

1	2	3	4	5	6	7	8	9	10
10A17	0	5	9	9	5	1	no	no	
10A18	0		0	1	1	0	no	no	
10A19	0	8	0	0	0	0	no	no	
10A20	0	5	0	0	2	0	no	no	
10A21	0	2	0	0	1	0	no	no	
10A22	0	8	0		0	0	no	no	
10A23	0	7	2	0	8	0	no	no	
10A24	0	2	0	0	2	0	no	no	

From the results of the study, we see that some had deviations in threshold values: in the 10th «A» class, 2 students, which is 8,3%, in the 10th «B» class, 3 students (13%), i.e. they have a high risk of suicide. The psychologist of the school conducted individual interviews with them, and they were referred to an appointment with a GP (general practitioner) [19, P.78]. Based on testing, questionnaires, observations, opinions of subject teachers, a class teacher, and interviews conducted, we compiled a characteristic for each teenager who is in the «risk group».

Table 3

Results of identification of suicidal risk of students of the 10th «B» class

№	Student's Code	SCALES						Previous suicide attempt (yes/no. If «Yes» - when)	SCALES
		Non-suicidal	Global suicidal	Stress	anxiety	depression	uicidality		
1	2	3	4	5	6	7	8	9	10
1	10Б01	3	19	5	6	7	0	no	no
2	10Б02	0	15	3	1	3	0	no	no
3	10Б03	0	17	2	3	4	0	no	no
4	10Б04	0	0	3	0	4	0	no	no
5	10Б05	1	0	3	4	0	2	no	**yes**
6	10Б06	0	2	3	1	7	1	no	no
7	10Б07	0	7	8	9	3	0	no	no
8	10Б08	1	0	3	3	6	0	no	no
9	10Б09	0	7		3	4	0	no	no
10	10Б10	0	8	3	0		0	no	no
11	10Б11	0	17	3	4	3	0	no	no
12	10Б12	0	22	15	4	13	7	no	**yes**
13	10Б13	0	22				0	no	no
14	10Б14	0	16					no	no
15	10Б15	0	14	0	0	1	0	no	no
16	10Б16	2	21	3	2	4	0	no	no
17	10Б17	0	22	9	5	5	0	no	no

18	10Б18	0	21		0	8	10	no	**yes**
19	10Б19	0	18	3	0	1	0	no	no
20	10Б20	0	17	2	3	4	0	no	no
21	10Б21	1	20	13	3	6	0	no	no
22	10Б22	0	16	2	0	1	0	no	no
23	10Б23	0	15	3	1	3	0	no	no

Further, having accurate characteristics for each student, we planned to consider the prospects of initial preparation for a practical lesson, based on an analysis that can formulate the general directions of the program. The competent analysis and training plan of students allow us to see the connection between the psychological work of a teacher – psychologist and the level of training of schoolchildren with whom this work was carried out.

Conclusion. Along with the tasks of the program arising from its main purpose, each section has a certain specificity, which timely solves the tasks of educating students of various traits and qualities: communicative, constructive, organizational, analytical, etc.

At all stages of complex classes, various techniques and methods of psychological and pedagogical interaction and influence on students are used, aimed at achieving the tasks of the crisis, the situation and the situation of practical assessment of reality, which consists in finding its positive impact (the best for the student), and what needs to be changed, the choice and formation of the most important tasks. The analysis of the research algorithm gave us the opportunity to determine the results for a specific period of time, to clarify the degree of emotional and psychological impact, and the degree of satisfaction of students in accordance with the criteria of effectiveness. At the same time, with a system–activity approach to the implementation of the planning of practical tasks of the program and its correct organization, a sense of responsibility for their own environment and collectivism is formed for high school students.

The educational moment of this period is the correct assessment of the emotional state of students, summing up organizational behavior, the ability to see the possibilities of group and collective action and what resolves the essence of the former feeling of loneliness that provides activity movement of students along individual and group trajectories.

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Оқшаулану формасы және заманауи қоғамдағы оны жеңу жолдары

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Аңдатпа
Оқшалануды адамның бақылаудан шығып, өз іс-әрекетінің нәтижелерімен бөлісетін процесс ретінде қарастырылуда. Іс – әрекет кең мағынада, кез-келген әлеуметтік әрекет немесе басқаша айтқанда, оқшауланы – бұл адам өмір сүретін әлемге жат процесс. Оқшаулану мәселесі-мұндай көрініс кездейсоқ, ұстамды немесе мүлдем көрінбеуі мүмкін. Оқушылардың жеке бағыттарынан топтық бағыттарға

белсенді қозғалысын қамтамасыз ете отырып, жоғарыда аталған ұстанымдар мәселесін барлық дерлік психологтар зерттеді. Осылайша, білім берудегі мәселелердің тұжырымдамасының негативтік құбылыс ретінде жатсынуды жеңу қажеттілігі, жеткіншектер жасында ерекше шиеленісуі, оқшаулану мәселесінің өткірлі. Әртүрлі социологиялық, психологиялық және философиялық теориялар оқшауалануды қандай көзқараспен қарастыратынына байланысты иеліктен шығудың жолдары да өзгереді. Зерттеудің мақсаты мен міндеттеріне сүйене отырып, біз жеке тұлғаны жатсыну формаларын зерттеу үшін тәжірибелік жұмыс ұйымдастырдық және жүргіздік. Қазіргі заманғы оқшаулану құбылысын зерттеудегі ең маңызды бағыттарды іздеумен қатар, оның көріністерін негативті бағытта теңестіру маханизмдерін анықтау қажет. Барлық психологиялық ресурстар мектептің білім беру ортасын кеңейту, оқушыны, мектеп қауымдастығын және мектепті тығыз байланыстыру үшін пайдаланылады.

Түйін сөздер: заманауи оқшаулану феномені; бәсекеге қабілеттілік; адамның тіршілік әрекеті; социометрия; қарама-қайшылықты жеңу құралы; педагогикалық үдерістің ілгерілеуі; жанжал; әлеуметтік оқшаулану.

Формы отчуждения и пути его преодоления в современном обществе

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Аннотация
Рассматривая отчуждение как процесс, посредством которого индивид выходит из-под контроля и разделяет результаты своей деятельности. Под деятельностью понимается в самом широком смысле любое социальное действие или иными словами, отчуждение – это процесс, чуждый миру, в котором живет человек. Проблема отчуждение заключается в том, что подобное проявление может быть выражено неординарно, сдержанно или вовсе не проявлять. Попытки по решению данного вопроса были предприняты практически всеми психологами, которые исследовали проблему с вышеупомянутых позиций, обеспечивая активное движение от индивидуальных к групповым маршрутам учащихся. Таким образом, острота проблемы отчуждения, его особая острота в подростковом возрасте, необходимость преодоления отчуждения как негативного явления обусловили постановку проблемы в образовании. В зависимости от той точки зрения, с которой рассматривают отчуждение различные социологические, психологические и философские теории, меняются и способы преодоления отчуждения. Исходя из цели и задач исследования, мы организовали и провели экспериментальную работу по исследованию форм проявления отчуждения личности. Наравне с поиском наиболее главных направлений в исследовании феномена современного отчуждения необходимо определение механизмов нивелирования его проявлений в негативном плане. Все психологические ресурсы используются, чтобы расширить познавательную среду школы, соединить теснее ученика, школьное сообщество и школу.

Ключевые слова: феномен современного отчуждения; конкурентоспособность; жизнедеятельность человека; социометрия; инструмент преодоления противоречия; прогресс педагогического процесса; конфликт; социальная изоляция.