



## The technique of study of the behaviour types modelling in mind of junior schoolchildren with disordered speech development

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### Abstract:

The paper proves that the problem of aggressive behaviour of schoolchildren under the conditions of nowadays life is of a particular importance so far as pedagogical experience confirms that the tendency to increasing of the aggression level among the children of school age are observed; this influences on their relations with parents, teachers, age-mates and causes discomfort for them and also some difficulties in the process of study.

According to scientific resource a child lives, acts, feels, thinks, speaks, imagines, remembers in the state of aggression. Long-lasting aggressive state can influence specifically on the way of its thinking (depression, paranoic manifestation etc.), on the development of imagination (drawing of fights, war, fire etc.), on speech (speaks rudely, insultingly, arrogantly etc.) and in general on the personality.

The presence of aggression in the child's behaviour always makes great difficulties during communication but the aggressive tendencies should not be appraised only as negative. Aggression can increase on the background of increasing the child's activeness as well as decrease. It can manifest situatively in all children and it's not always indicates the disorder regarding a personality sphere of a child. So aggression can help a child to develop the initi-

aitive soul. But also it can provoke isolation and hostility.

In our research work we are trying to observe the problem of children's aggression catholically that is why we be carrying out the research in its different spheres: «I-Personality», «I – in the family», «I – in the society». We also have predicted that the comparative analysis of modelling peculiarities of the aggressive behaviour will allow us to discover common and different qualities of aggression manifestation in children with typical development and disordered speech. The materials of the research of the constation phase will help to determine the directions of compensation and correction of the marked-out states and to form the studying-preventive technique for junior schoolchildren due to them.

The analysis of the results of scientific works systematically and logically combines the features of its carrying, diagnostic tools of aggression and evaluation criteria of qualities of completing tasks into a modified «Plot and situational-illustrated» technique which is aimed at the study of aggression in primary school children with different levels of speech development in three main aspects of the study: «I – in the family», «I – in the society» and «I-Personality».

The analysis of scientific and methodological sources allowed us to distinguish three types and six subtypes of aggression, and to identify their symptoms: the self-regulated type included the controlled subtype and the competitive subtype; the latent type – the defence subtype and the depressive subtype; the behavioral type – the demonstrative subtype and the physical subtype. The peculiarities of modelling of aggressive behaviour types in primary schoolchildren with typical psychophysical development, with phonetic disordered speech (PhDS), phonetic-phonemic disordered speech (PhPhDS) and mildly manifested general speech disorderes (MMGSD) are discovered.



## 1. Introduction

In the past century as well as in the present a lot of scientists great attention is paid to the investigation of aggressive behaviour of teenagers, youth and adults, who seek autonomy and independence. Quite often their behavior is not always correct in the society, and thus can lead to social and psychological maladjustment. The reasons of this behaviour are different: from the social position the family discomfort, from the psychological — disorder of motivational, emotional, volitional and moral spheres are distinguished.

To prevent the consequences of the aggression in the people of this age group, the researchers (Buss & Durkee, 1957; Nereta, 2015; Romanow, 2003; Furmanov, 1996 and others) developed a variety of diagnostic materials which need to be adapted for the study of aggression in children. Therefore, studying its in pupils of primary school age who do not have speech disorders, most scientists (Atemasova, 2010; Humovska, 2001; Dolgova, 2009; Moyseva, 2010; Romanow, 2003; Furmanov, 1996 and others) based her researches on the typical diagnostic methods, namely projective drawing, observation, surveys of adults. These methods are useful, but not always able to highlight the problem and the causes of children's inner anxieties objectively. This is especially concerned children with unformed speech development whose emotional sphere is disordered (Havrylova, 2011, 2012; Konoplyasta, 2010; Tarasun, 2004 and others) and not well studied.

## 2. Purpose and methodology

The aim of the study is to prove theoretically, develop and test experimentally the educational and preventive technique and psychological and pedagogical conditions of aggression prevention in primary school children with disordered speech development. The fundamental principles of Psychology, Pedagogy, Physiology, and Speech Therapy are theoretical and methodological bases of the research; about approach of the systems to the analysis of vocal and psychical development of child in the process of ontogenesis and dizontogenesis; a theory is about aggression as mastered form of public activity; about aggression as mastered form of conduct; a theory is about aggression as natural evolutionary-formed internal state.

## 3. Literature review

To study the behaviour models in primary school children model, we have founded scientific and practical works Bandura, 2002; Berkovytz, 2002; Buss & Durkee, 1957; Lyusher, 1995; S. Rosenzweig, 1964; Романов, 2003; Furmanov, 1996 and other scholars, systematically and logically combined diagnostic tools of hostile aggression, assessment criteria of completing tasks quality in one «Plot and situational-illustrated» technique, which investigated aggression in primary school children in three main areas: «I – in the family», «I – in the society» and «I-Personality».

The main objective in preparing the modified technique was to identify tools, parameters and criteria that would help to identify the types and subtypes of hostile aggression. Its formation was going on the base of the generalized analysis of the works of leading experts who have studied the aggressive reaction by frustration (Rosenzweig, 1964), by affective-dynamic, verbal and behavioral orientation (Furmanov, 1996), forms (Buss & Durkee, 1957) and typisation (Romanov, 2003). The peculiarities of higher nervous activity of junior school children with normal and disordered speech development were taken into account, namely their ability to perceive the visual colored-illustrated material better than verbal questionnaire (Belova, 2012; Bogush, 2011; Havrylova, 2011, 2012 and others). So, one of the main diagnostic tools of aggression in our technique is visual aid, which is based on the idea of picture material of S. Rosenzweig and P. Teml, M. Dorki, V. Amen.

We also took the symptoms of aggression, which was divided according to its types and subtypes, as a base for the development of the modified technique (Belova, 2015, 2016). The technique included illustrated situational pictures, working with which gave the opportunity to study the modelling in the minds of junior schoolchildren the different types of behavior in the areas of «I-personality», «I – in the family», «I – in the society».

To study the modelling of behavior types in the consciousness, twelve frustration situations has been developed. The first six studied the behaviors of pupils in their families, the last six – in the team. Four pictures were chosen for each of the proposed situations.



The situations in the modified technique were composed in the following way: in the area “I – in the family” the first three (№1 – «Late watching TV programmes by a child», №2 – «limited game time at the computer», №3 – «The child’s behavior in the store») characterised the child’s attitude towards members of its famil, next three (№4 – «House cleaning», №5 – «The conflict in the family», №6 – «Outdoor rest») demonstrated the attitude of family members to the child. In the sphere «I – in the society» pictures in three first situations (№7 – «Relations between children in joint activities», №8 – «The relationship of children during the game», №9 – «Solving of the conflict in the team») demonstrated variations of child’s attitude to the team of peers, and in recent cases (№10 – «Actions in school cafeteria», №11 – «Relations between schoolchildren in the classroom», № 12 – «Team’s attitude to the child with unadequate behaviour») – team’s attitude to the child.

In general the analysis of the results of pictures chose due to the situations 1, 2, 3, 7, 8, 9 indicated the peculiarities of aggression development in the area “I – Personality”. The indicators of the pictures chose by the situations 1, 2, 3, 4, 5, 6 represented the state of the aggression development in the area «I – in the family», and by the situations 7, 8, 9, 10, 11, 12 – «I – in the society».

The picturous hero, who felt into a tense conflict situation, existed in each developed situation. The task of the studied child was – to help the main character solve the misunderstandings. Four pictures were demonstrated to it; the contents of pictures led the picture hero to aggression. The child was offered to select randomly one or more drawings that, in its opinion, could further describe the behavior of this character.

For example, in the situation that reveals the child’s assessment in relation to others (№ 9 «The conflict in the team»), the junior pupil had to help the character in the pictures find the solution of the difficult situation. He was showed four pictures which due to the nature of the character’s actions match certain types of behaviour that indicated the types and subtypes of aggression. In particular, the first picture showed how the character was trying to solve the confusion among its classmates logically, that corresponded to the self-regulated aggression type of the controlled subtype of aggression. The second illustration revealed the latent type of the defence subtype of aggression, when the main character is experiencing a fearful conflict situation, trying to avoid it. The the demonstrative subtype of aggression in the third picture corresponded to the behavioral type of aggression according to the situation in the pictures, where the main character was stubbornly defending its position, shifting the blame on the other pupils The physical subtype of aggression in the fourth picture showed how a character solved conflicts by means of non-constructive actional forms – fighting, use of offensive words, humiliation etc.

The level of aggression in pupils was determined on the base on their choice of pictures. Each selection was assessed 1 and 0-score points if it was not made. The number of choises pointed to the presence in a child the certain level of display of controlled, defence, demonstrative and physical aggression subtypes, which were calculated on the total amount of points. For some positions the competitive and depressive subtypes of aggression were determined.

This calculation is made by us not accidently. Exactly during the investigation of junior schoolchildren with different speech development, it was determined that children who were chosing the types of behaviour in situations 1, 2, 3, 7, 8, 9, indicating the protective subtypes of aggression and situations 4, 5, 6, 10, 11, 12 – indicating the physical subtype, according the characteristics of teachers, speech therapists, parents did not show physical force in the solving conflicts among peers, or in the family. And were rather different from other children because of their reservedness, shyness, lack of self-confidence, isolation, and other symptoms that revealed depression in the investigated pupils (Humovska, 2001). This allowed us to see depressive subtype of aggression when the true children’s emotions were carefully concealed.

Moreover, according the observing and additional teachers and parents’ characteristic, the competitive subtype of aggression was identified. Children who choose the types of behaviour in situations 1, 2, 3, 7, 8, 9, indicating the controlled subtype of aggression and situations 4, 5, 6, 10, 11, 12 — indicating the demonstrative subtype of aggression, differed from their peers by certain activity, which originated from rivalry or competition for the best mark, clothing, toys, set o pictures, cards etc. The teachers singled out the overachieving pupils from such children, but noted that their behaviour was not perfect. They were interested in any information, they were confident in their abilities, took the decision firmly, were able to prove begun work through, and also differed from other children by their energy, commitment, strength of character. In a team of their peers they felt safe and respected (Bekh, 2003).



Pictures of a modified technique chosen by a child were recorded in a special study protocol, in which the evaluation criteria were defined. The level of aggression we determined by summing of the total points for each subtype separately and then – for all generally.

So the formed modified «Plot and situationally-illustrated» technique allowed to explore types of behaviour learned by younger pupils in the family and in the society, to determine the level of manifestation of peculiar aggression features in their minds in the areas of «I-Personality,» «I – in the family» «I – in the society.»

## 4. Results

The younger schoolchildren with normal and disordered speech development who mostly modelled the behaviour according to the self-regulated type of aggression, were divided into two groups. Children from the first group find it difficult to choose the pictures characterising the aggressive actions of one or another character. In general, they concerned on the less aggressive actions of the character from the pictures. The analysis of the research materials proved that these pupils were characterised by the controlled subtype of the self-regulated type of the aggression, which mostly was observed in children with PhDS (100 %). Less the behaviour of this subtype was modelled by pupils with normal psychophysiological development (96 %), with PhPhDS (95 %) and MMGSD (94 %).

Younger schoolchildren of the second group stopped their choice on the pictures that characterised the resolute, purposeful, energetic and active deeds of the illustrated characters. They chosen the pictures with models of behaviour corresponding to the controlled and demonstrative subtype of aggression that indicated the competitive subtype of the self-regulated type of aggression. More often the behaviour with such subtype was modelled by junior schoolchildren with PhPhDS (95 %), with MMGSD (94 %), with normal psychophysiological development (92 %) and the least with PhDS (81 %).

The pupils with different speech development who were choosing the types of behaviour with the latent type of aggression were also divided into two groups. The first mostly were choosing the illustrations where the character was lonely, sad, resentful, unhappy with his situation. Such choice indicated the presence of the defence subtype of the latent type of aggression. The analysis of the research materials proved that pupils with MMGSD (100 %) were mostly prone to such behaviour modelling. Less the aggressive behaviour of this subtype as modelled by the pupils with PhPhDS (96 %), with normal psychophysiological development (95 %) and with PhDS (94 %).

The second group of the junior schoolchildren demonstrated the defence subtype of aggression, where the characters heroes mourned, were vulnerable, hurt, lonely and where the characters underwent mental or physical abuse from others. Such division of the choices indicated the presence of the depressive subtype of the latent type of aggression in children. More often the behaviour with this subtype of aggression was modelled by the pupils with MMGSD (94 %), less – with PhPhDS (70 %), with PhDS (67 %) and the least – with normal psychophysiological development (65 %).

The junior schoolchildren with prevailing demonstrative subtype of the behavioural type of aggression were choosing the pictures with behaviour models characterising energy, activity, stubbornness, disobedience, opposition in the picture character's behavior. Mostly the behaviour with this subtype of aggression was modelled by junior schoolchildren with MMGSD (100 %) and PhDS (100 %), less – children with normal psycho-physiological development (95 %) and with PhPhDS (91 %).

The physical subtype of the behavioural type of aggression was common for children who chosen pictures with characters' behaviour models, showing cruelty, irritability, anger, arrogant attitude, beatings, mockery, bullying, etc. Mostly often the behaviour with this subtype of aggression was modelled by children with MMGSD (94 %), much less – pupils with PhDS (76 %) with PhPhDS (74 %) and the least – pupils with normal psychophysiological development (64 %).

## 5. Conclusions

So, the results of the research proved that all pupils of primary school were mostly characterised by defence, demonstrative and controlled subtypes of aggression. Also, it was determined – the deeper is speech disorder, the more junior schoolchildren modelled different types of aggressive behavior at a high level in their mind:



pupils with normal mental and physical development –9%, with PhDS – 6%, with PhPhDS – 17% and with MMGSD – 50%.

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