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PROFESSIONAL PEDAGOGICAL APPROACHES TO YOUTH AGGRESSION IN INCLUSIVE-EDUCATION SETTINGS

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Abstract. Today, the problem of aggression in society is extremely acute, especially among youth in inclusive education settings. This article is devoted to the psychological and pedagogical problem of student and youth aggression, a problem currently faced by pedagogical workers. The article also focuses on the possibility of averting student aggression in inclusive environments through art therapy and other psychological and pedagogical and training tools. The purpose of the paper is to reveal solutions to the problem of aggression in the inclusive education setting, which is an indicator of the professional competence of pedagogical workers and a determination of the main art-therapeutic, psychological, and pedagogical means of tolerance development for students.

To accomplish this goal, this paper uses the theoretical research methods of theoretical analysis, synthesis, abstraction, comparison, generalization, systematization, as well as the empirical research methods of questionnaires and statistics. The findings suggest that it is necessary to implement student tolerance development programs in order to avoid personality aggression. An integral part of effective tolerance development programs in both general and higher education is art therapy, along with psycho-pedagogical and training materials.

Key words: aggression; tolerance; empathy; responsibility; students; students; art-therapeutic means; psychological and pedagogical means; training aids.

РОЗВ'ЯЗАННЯ ПРОБЛЕМИ ПРОЯВУ АГРЕСІЇ, ІНТОЛЕРАНТНОСТІ МОЛОДІ В УМОВАХ ІНКЛЮЗИВНОЇ ОСВІТИ ЯК ПОКАЗНИК ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ПЕДАГОГА

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Анотація. На сьогодні проблема прояву агресії, інтолерантності в суспільстві є надзвичайно гострою. Особливою мірою це стосується молодого покоління в умовах інклюзивної освіти. Стаття присвячена актуальній психолого-педагогічній проблемі, яка постає перед педагогічними працівниками – прояву агресії учнівської, студентської молоді, та можливостей використання арт-терапевтичних, психолого-педагогічних засобів для її уникнення в інклюзивному середовищі. Мета статті полягає у розкритті шляхів розв'язання проблеми прояву агресії в умовах інклюзивної освіти, що є показником професійної компетентності педагогічних працівників, та визначенні основних арт-терапевтичних, психолого-педагогічних засобів розвитку толерантності учнівської та студентської молоді. Для реалізації поставленої мети було використано комплекс методів дослідження, зокрема, теоретичні: теоретичний аналіз, синтез, абстрагування, порівняння, узагальнення, систематизація; емпіричні: анкетування; статистичні. Обґрунтовано необхідність упровадження програми розвитку толерантності учнів, студентів, що спрямована на розв'язання проблеми прояву агресії особистості. Важливою для ефективного впровадження програми є інтеграція арт-терапевтичних, психолого-педагогічних, тренінгових засобів у навчально-виховному процесі загальноосвітньої та вищої школи.

Ключові слова: агресія, толерантність, емпатія, відповідальність, учні, студенти, арт-терапевтичні засоби, психолого-педагогічні засоби, тренінгові засоби.

Formulation of the problem. Today, due to the large amount of negative information that comes through Internet sources and other mass media, many young people are unfortunately shaping their vision of the world through the prisms of aggression, terrorism, war, conflict, careless attitudes toward the environment, and indifference toward plants and animals. Quite often, students display aggression in inclusive education environments. Contemporary educational philosophy maintains that it is very important to ensure the optimal

psychological adaptation of people with special educational needs to large schools. It is necessary to organize the educational process in such a way that the individual needs of each person are taken into account. Individuals with special educational needs must actively participate in the educational process, including extra-curricular activities. As a result, these students' motivation to learn and socialize has increased. An important task for educational institutions is to teach students empathy, personal responsibility, independent judgment, respect for others' life principles, and respect for the values of different cultures. Teachers with professional competence must understand innovative practices, including art therapy and psychological and pedagogical training methods, to prevent juvenile aggression.

Literature review. The issue of contemporary youth aggression has been studied by foreign and domestic scholars, including psychologists, educators, and sociologists.

According to *The Psychological Dictionary*, aggression is an individual or collective behavior or action aimed at inflicting physical or mental harm or even destruction on another person or group. Forms of aggression that develop in mass social phenomena, such as terrorism, genocide, racism, religious sectarianism, and ideological conflict, typically include processes of infection and mutual induction, as well as stereotyped representations of "the enemy." Inclination toward aggressive behavior is referred to as the stable personality trait of aggressiveness [11, p. 12].

I.V. Astremskaya and Y.G. Zhyavoronok define aggression as a form of behavior aimed at inflicting physical or psychological harm on someone [2, p. 114].

V.L. Pavelkov, in analyzing scholarly literature on aggressive personalities, defines aggression as a motivated destructive behavior that contradicts the rules of human coexistence in society and brings physical harm or psychological discomfort (negative emotions, state of tension, fear of suppression, etc.) to the victims of the attack [9].

Various scholars and practitioners write about the problems of inclusive education. In particular, E.A. Danilaviciute examines teaching strategies at an inclusive educational institution [4], N.B. Adamyuk discusses how to implement updated curriculum for children with special needs [1], A.A. Kolupayev explores the foundations of inclusive education and its introduction into educational processes and institutions [5,7], N. Atamanchuk discusses psychological traits of elementary-school-age children with hyperactivity syndrome [3], and O.M. Taranchenko investigates differentiated teaching in an inclusive educational institution [13].

Avoiding aggressive behavior contributes to tolerance towards others. Tolerant environments do not just promote optimal personal development for youth. They are an important condition for the psychological adaptation of special-needs students into large schools. M.K. Janobylova's work considers tolerance as an active moral position and psychological readiness for tolerance as promoting positive interaction between ethnic groups, social groups, cultural groups, nationalities, and religious and social groups [5].

M.B. Khomyakov describes tolerance as both a component of ideal morality and a basic social value, emphasizing the paradox this represents [15].

A professionally competent teacher, psychologically and methodically, should be prepared to notice problems and find effective ways to solve them. In particular, the teacher should be able to avert aggression and youth intolerance in inclusive educational environments. J. Raven considers professional competence as readiness to notice problems and seek ways to solve them, the ability to work independently without constant guidance, the ability to take responsibility on one's own initiative, the ability to analyze new situations and apply existing knowledge to such analysis, and the ability to make decisions based on sound judgment [12] Following E.A. Panasenکو, a specialist's professional and psychological competence includes complex personality formation in the system of his professional activity, so that he or she can interact

effectively with people, perform psychological tasks, and solve any problems that arise [10].

Of great importance for the avoidance of aggression and individual intolerance are correctly selected methods in art therapy, psychology, and pedagogy. L.G. Terletsкая notes that art therapy allows the exploration and mastery of new behavior methods without the consequences associated with their use in real life. Art therapy makes it possible to address problems indirectly when direct discussion would be too painful. Participants in psycho-correction groups undergo a variety of personal changes, such as expressing feelings in a socially acceptable form, developing of empathy and positive feelings, establishing a sense of internal control and order, developing attentiveness to feelings, and enhancing self-esteem [14, p.4-5].

D.S. Maximenko notes that the conditions for personal development, self-expression, self-knowledge, and self-improvement are created by psychologists through game therapy, by educators through expressive therapy, by teachers through isotherapy, and by music directors through music therapy [7, p. 5].

Isolation of previously unsolved parts of the general problem. Despite the presence of philosophical, psychological, and pedagogical studies on youth aggression, questions remain about how to form tolerant, inclusive environments in educational institutions.

The purpose of the paper is, first, to discuss methods for avoiding aggression in inclusive educational settings, because this is an indicator of pedagogical workers' professional competence, as well as, second, to explore art-therapeutic, psychological, and pedagogical methods for developing student tolerance.

Presentation of the main research material. A questionnaire on understanding the problem of personality tolerance was filled out by 417 students, postgraduates, and graduate students at Poltava V.G. Korolenko National Pedagogical University. The following are answers to the question, "What are the main features of a person capable of avoiding aggression and

intolerance?": charity (68.0%), empathy (51.6%), respect for others (87.3%), humanism (79.4%), responsibility (53.0%), reflection (71.0%), self-regulation (58.9%), and tolerance (83.7%) (see Figure 1).

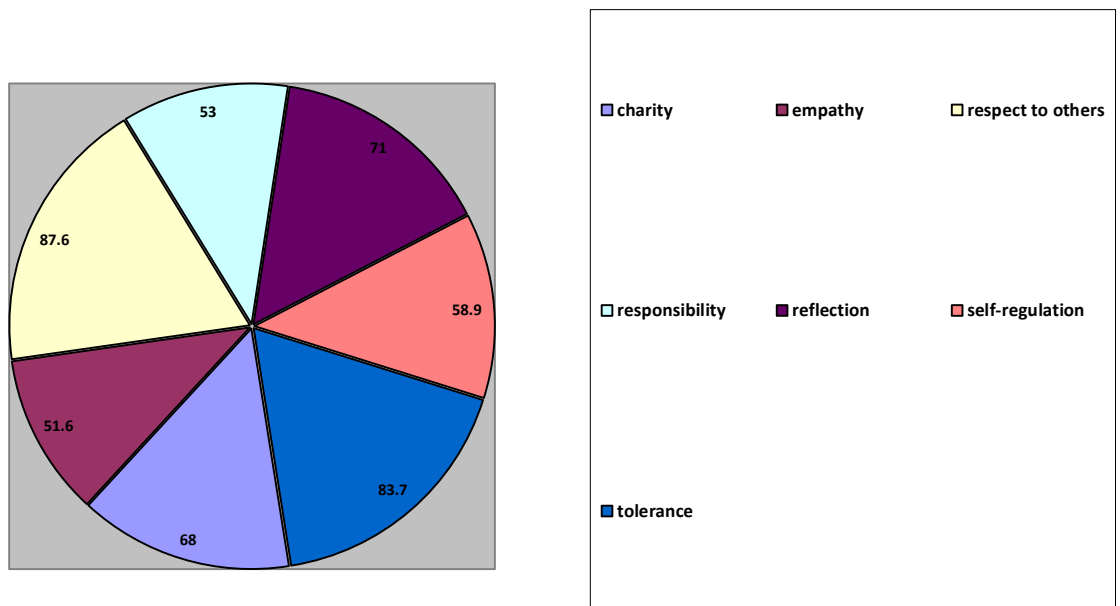


Fig. 1 Results of the questionnaire on the question "What are the main features of a person capable of avoiding manifestations of aggression, intolerance?"

As to the question, "Is it possible to say that the indicator of the professional competence of a teacher working in an inclusive environment is the ability to solve the problem of aggression among students and students?," respondents gave the following answers: yes (85.4%), it is difficult to answer (11.3%), or no (3.3%) (see Figure 2).

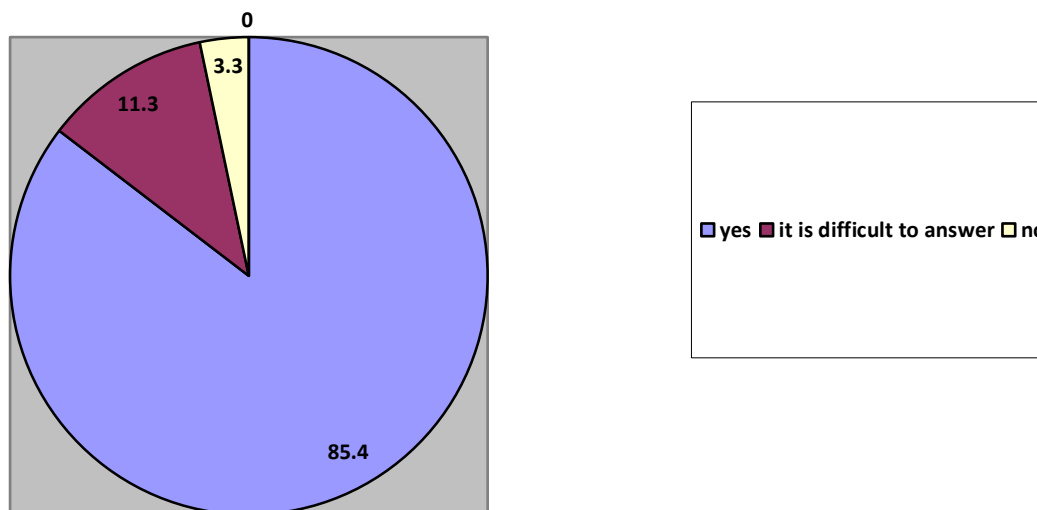


Fig. 2 Results of the questionnaire on the question "Is it possible to say that the indicator of the professional competence of a teacher working in an inclusive environment is the ability to solve the problem of aggression among students and students?"

The respondents were convinced that the development of tolerance is important for solving the problem of youth aggression in educational institutions. According to the content of the questionnaire, under the tolerance of the individual, we include friendly and tolerant attitudes to the surroundings and to surrounding events that do not violate human rights and do not harm the environment.

The structure of the tolerant personality is based on three main structural components: *cognitive* (knowledge about objects and life situations which results from individual experience), *emotional* (emotional states that precede the emergence of a behavioral component, promoting systematization of knowledge and the emergence of certain behaviors), *behavioral* (actions leading to the development of elementary fixed installations, value orientations, and ethnic values; individuals reveal the development of tolerance through their actions, since the act is the only structure that corresponds to the real integral manifestation of the person's self-realization as a person, an individual, and a citizen).

Indicators of tolerance are personal responsibility, empathy, and constructive interaction with the surrounding and natural environments. The criteria for achieving tolerance are recognition of a variety of views, life principles, and values among other people; tolerance for one's surroundings for and surrounding events that do not violate human rights and do not harm the natural environment; and readiness to help others.

The International Scientific Project on the theme "Leadership. Tolerance. Volunteering" (2015-2016 years), supported by the U.S. Peace Corps in Ukraine, has created a program for student and youth tolerance development. The purpose of the program is the development of specific indicators for developing high school students' tolerance. The objective of the program is to develop several indicators of tolerance: personal responsibility, empathy, constructive interaction with one's surroundings and natural environment, and reduction and avoidance of aggression. The program provides for the creation of a special educational and educational environment with the following characteristics: a) development of the cognitive component of tolerance (personal responsibility), b) development of the emotional component (empathy), and c) formation and development of the behavioral component on the basis of constructive interaction with one's surroundings and natural environment. The effective implementation of the program is the integration of art-therapeutic, psychological, and pedagogical training materials in the educational processes of secondary and higher educational establishments. Structurally, the student tolerance program is divided into blocks (see Table 1).

***Program for the formation and development of student and youth
tolerance***

	Block name	Basic psychological and pedagogical training tools
1.	Formation and development of positive, ecopsychological thinking; internalization of universal values and understanding of the values of other cultures	<p>Lesson 1. "What is Tolerance?"</p> <ol style="list-style-type: none"> 1. Presenter's introduction. 2. Forming and adopting work rules. 3. Mini-lecture on tolerance. 4. Exercise "Tolerance and Personal Development." 5. Exercise "Volitional Efforts and Achieving Goals." 6. Topic "Do you know what...?" 7. Summing up. <p>Lesson 2. "Think Positive."</p> <ol style="list-style-type: none"> 1. Presenter's introduction. 2. Forming and adopting work rules. 3. Mini-lecture on positive thinking. 3. Exercise "Against Conflict, Violence, and Discrimination." 4. Exercise "Overcoming Stereotypes." 5. Topic "Do you know what...?" 6. Summing up.
2.	Formation and development of psychology, sustainability, and self-	<p>Lesson 3. "Self-Regulation and Copy-Action."</p> <ol style="list-style-type: none"> 1. Presenter's introduction. 2. Forming and adopting work rules. 3. Mini-lecture on self-regulation and copy-

	regulation	<p>action.</p> <ol style="list-style-type: none"> 3. Exercise "I Have Empathy." 4. Exercise "Against Aggression and Envy." 5. Topic "Do you know what...?" 6. Summing up. <p>Lesson 4. "Consolidation in European and World Space."</p> <ol style="list-style-type: none"> 1. Presenter's introduction. 2. Forming and adopting work rules. 3. Mini-lecture on cultural universals. 4. Exercise "Culture of Peace." 5. Topic "Do you know what...?" 6. Summing up.
3.	Gaining experience in constructive dialogue, friendly and tolerant attitudes to one's surroundings and surrounding events that do not violate human rights	<p>Lesson 5. "Interpersonal, Social, and Intercultural Interaction"</p> <ol style="list-style-type: none"> 1. Presenter's introduction. 2. Forming and adopting work rules. 3. Mini-lecture on interpersonal, social, and intercultural interaction. 4. The rules of tolerant communication. 5. The "Everyone's Personality" right. 6. Topic "Do you know what...?" 7. Summing up. <p>Lesson 6. "From Understanding and Compassion to Action!"</p> <ol style="list-style-type: none"> 1. Presenter's introduction. 2. Forming and adopting work rules. 3. Exercise "Help with a different word and deed".

		4. Topic "Do you know what...?" 5. Summing up.
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It is clear from Table 1 that the program teaches psychological and pedagogical methods for the formation and development of student tolerance. Students comprehend these ideas about themselves and others. Program participants get information on how they look in the eyes of other people and how their actions and deeds are perceived by others. It is advisable to implement this program during educational activities with students, meetings of psychological circles, and in courses such as Psychology, Age and Pedagogical Psychology, Age Psychology, etc. These psycho-pedagogical and training tools are a set of exercises, creative tasks, role-playing, business games, and mini-lectures for the development of student tolerance.

The features of composite blocks of the author's program are considered.

Block № 1 "Formation and development of positive, ecopsychological thinking, internalization of universal values and understanding of the values of other cultures." Provides the development of indicators of the cognitive component of tolerance. It forms the aspiration for self-improvement, motivates creative self-realization, provides the development of positive thinking, organization of educational process, which promotes deep perception and understanding of universal values.

Block № 2 "Formation and development of psychological stability, self-regulation". Designed for the development of indicators of the emotional component of personality tolerance. Its content implies the motivation of a benevolent, tolerant attitude to the environment; prompts to avoid aggression, envy. It is obligatory to carry out all components of the block of the program, integrating psychological and pedagogical means.

Block № 3 "Acquiring the experience of constructive dialogue, friendly and tolerant attitude to the environment and surrounding events that do not violate human rights." Designed for the development of indicators of the

behavioral component of personality tolerance. Its content prompts positive actions, mutual understanding and mutual assistance, providing constructive constant feedback.

Let's consider the content of some components of the program:

Exercise "Tolerance and Personal Development"

I. Answer the following questions:

1. How do you understand the concept of tolerance?
2. Name the most important factors that motivate you to show tolerance.
3. Is there always a need for a student to feel personal responsibility?
4. Do you consider yourself a tolerant person?
5. Name examples where tolerance should not be displayed.

II. Summing up.

Exercise "Associative Plant"

Let's try to fill the associative plant of tolerance. To call the rice a character inherent in a tolerant person. On the board, students draw a plant, alternately called a character rice, and go out to record it.

Exercise "Against Conflict, Violence and Discrimination"

I. Answer the following questions:

- 1) Name the most important factors that cause conflicts in society.
- 2) What is your attitude to conflicts?
- 3) What are the main factors that determine the violence in society?
- 4) What are the main factors that cause discrimination in society?

II Art Therapeutic Exercise "Avoiding Conflicts, Violence, and Discrimination:"

On a sheet of paper, students in microgroups must draw conflict, violence, discrimination in the form of "targets" and three factors that "break" into small parts. After that, each microgroup must present its drawings to the larger group.

III Summing up.

Exercise "Against aggression, envy"

I. Answer the following questions:

- 1) Are you jealous?
- 2) Does jealousy, in some cases, interfere with tolerance toward others?
- 3) How do you deal with your own envy?
- 4) How do you avoid aggression from yourself and from others?

II. Contest "Actions in Support"

Blindfolded representatives from micro groups of students are asked to build balloons for homeless animals. Their teammates have to help the representatives of other teams. The question is how the representatives of the competing groups will act.

III. Summing up.

Exercise "Volitional efforts and achievement of purpose"

Aim: to create the psychological conditions for motivation to achieve a goal, using maximum volitional effort.

I. Answer the following questions:

- 1) What volitional efforts do you need to apply to achieve maximum results in the educational process?
- 2) Will and creativity: in your opinion, are these complementary concepts or opposites?
- 3) What volitional efforts (if necessary) are necessary for self-development?
- 4) What volitional qualities do tolerant personalities need?

II Art-therapeutic technique "The Way to Success"

Task: Draw (blind, build) the path to a goal for your hero with a lot of obstacles. The hero can be yourself, another person, or a fictional character. The hero must have a goal. Why does he or she need to overcome all these difficulties (does he or she want to find treasure, save his or her home, or protect a friend)? The path of the hero usually goes through the entire letter, and the more obstacles you draw, the better! When the picture is finished, it's important to discuss every obstacle and how the hero can overcome it. It is important that the hero him or herself can overcome them (by climbing, jumping, swimming,

fighting, etc.) without the use of magic, such as wands or invisible hats. Students should come up with 2-3 ways to overcome each obstacle.

Summing up. Each participant expresses an opinion on the results.

Exercise "Rules of tolerant communication".

Task.

Create a "Bank of Rules for Tolerant Communication," supplemented by the proposed rules:

- always be attentive,
- to be tolerant in a dispute and argue your opinion,
- treat the interlocutor the way you would like to be treated by others around you,
- to be humane and merciful,
- not only listen, but also hear the interlocutor,
- do not offend the interlocutor.

Summing up.

Exercise "Help a different word and deed".

I. Take part in the "Word of Support" contest.

Microgroups are invited to choose an envelope with letters. The letters are distributed among the members of the team, which, in a short time, should line up so that they form a word (for example: the best one). Each team offers five words.

II Take part in the "Action in Support" contest.

Blindfolded representatives from microgroups of students are asked to build from balloons a house for homeless animals. Their teammates have to help the representatives of other teams. The question is how the representatives of the competing groups will act.

Summing up.

Exercise "I have empathy"

Task:

I. See a snippet of a video about empathy. Comment on it. Express your opinion.

II. Answer the following questions:

1. What is empathy?
2. Do you have empathy?
3. What factors influence the formation and development of empathy?

III. Summing up.

Exercise "Everyone's Personality"

I. Answer the following questions:

1. How do you understand the concepts of "personality" and "individuality?"
2. What are the characteristics of a person capable of tolerant communication?

II Art-therapeutic technique "Collage" with microgroups of students:

Collaboration is one of the most effective methods of working with a person who does not cause stress. Materials for creating a collage can include pictures from magazines, natural materials, personal photos, and the artists' drawings. The theme of the collage is "A Person Who Has Tolerant Communication."

Instructions: choose pictures for the given theme and arrange them in a coherent composition. With students allowed to do absolutely anything they want, work can be supplemented by comments and inscriptions, doodle elements, paint, decorations, etc.

Exercise "Culture of Peace"

Answer the question: According to UN and UNESCO documents, education for a culture of peace means building and developing social relationships based on freedom, justice, tolerance, solidarity, non-violence, and all conflicts are resolved through dialogue and negotiation. So what are the five main points, in your opinion, as indicators of a culture of peace? (answers may be microgroup).

Topic "Do you know that ...?"

Tips for successful consolidation in the European and world space:

- Be prepared for the fact that all people are different - not better and not worse, but simply different;

- Learn to perceive people as they are, do not try to change what you do not like in them;

- appreciate the personality of each person, respect her thoughts, feelings, convictions, regardless of whether they coincide with yours;

- keep "your face", find yourself and under all circumstances, stay yourself.

Topic "Do you know that ...?"

In addition to verbal (linguistic) interpersonal communication, it is necessary to take into account the features of non-verbal communication (facial expressions, pantomime, vocal facial expressions (height and timbre of voice, intonation, pauses, pace of speech), gestures and poses, expression of eyes, motor actions (movements of the conductor of the choir), exchange of speeches (presentation of gifts, colors), spatial-temporal characteristics of the organization of communication). Sometimes gestures are more expressive than speech. Some psychologists claim that 60% of the information is transmitted by gestures. Hands, according to the famous researcher A. Pisa, available about 700 different movements and positions. For example, with the help of your fingers you can express objections, warnings, prohibitions, refusals, consent, requests. Non-verbal means are used to direct and amplify speech.

The main means of influencing people on each other:

- 1) belief - the process of psychological influence by means of a logical justification of any judgment and reasoning in order to persuade the interlocutor;
- 2) suggestion - a process designed for non-critical perceptions of messages in which something is affirmed or denied without proof;

- 3) a personal example - an influence in which attention is focused on itself, and its own behavior demonstrates the desirable qualities of personality to follow.
- 4) Nonverbal signals are not aware of the person, and therefore they are an important source of reliable information necessary to choose the right strategy for communication with a particular audience. Nonverbal means are divided into: optic-kinesthetic (gestures, mimicry, pantomime); paralinguistic (voice quality, range, tone); extra-linguistic (pauses, cries, laughs); spatial-temporal (partner placement, time delays, start of communication). [16].

Authors at the seminar "Art-practices in the person's ecosystem of space" (March 20-23, 2018, Kyiv, within the project "Visions and Reflections: Our Shared Environment Project") carried out studies on the use of artistic techniques in psychologists' professional and innovative activities. The project received support from the US Embassy in Kyiv under the program "Small Grants to Support Cultural and Educational Projects," dedicated to the 25th anniversary of diplomatic relations between Ukraine and the United States.

Conclusions from the study and avenues for further exploration.

The results of this theoretical analysis of psychological, pedagogical, and philosophical sources on the problem under investigation indicate that tolerance development programs can contribute to reducing youth aggression and intolerance in educational institutions, as well as increasing the tolerance of participants in the educational process and disseminating ideas about aggression avoidance, personal responsibility, empathy, and respect for others' diverse views and life principles. It is necessary to organize the educational process in a way that takes into account the individual needs of each child. Special-needs children need to take an active part in the educational process, including extra-curricular activities. As a consequence, their motivation for learning, learning outcomes, and effective socialization will increase. Students must have an understanding and recognition of the need to develop social relations, which

should be based on tolerance, justice, solidarity, and refusal of violence and harm to the environment. Solving the problem of aggression among modern youth and creating a tolerant environment is extremely relevant, requiring further psychological, pedagogical analysis, and practical implementation in educational institutions. The world community has a growing interest in individuals with personal responsibility, empathy, independence, freedom, individual ideas and judgments, and recognition and respect for the diversity of views and life principles of others. Human rights are a dominant priority in the process of implementing Ukraine's European aspirations. Involving global methodological developments in the development of domestic manuals on the formation of a tolerant educational environments will allow the creation of scientific and methodological developments that can be used to share experiences with foreign partners.

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