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REVIEW

**official reviewer, Doctor of Pedagogical Sciences, Professor
PARFANOBYCH IVANNA Ivanivna about dissertation work
SIAGHA SAMI**

**“SOCIAL AND PEDAGOGICAL CONDITIONS OF PREVENTION AND
CORRECTION OF ADOLESCENTS AGGRESSIVE BEHAVIOR IN
GENERAL SECONDARY EDUCATIONAL INSTITUTIONS”,
presented for obtaining the scientific degree of the scientific degree of Doctor
of Philosophy in the specialty 011 “Educational and pedagogical sciences”**

1. Relevance of the research topic and its connection with branch scientific programs. The relevance of Sigha Sami’s dissertation research is determined by the fact that aggressive behavior is observed quite often in adolescence. In view of this, social educators and practical psychologists must be able to organize preventive and corrective activities with teenagers with a high level of aggression. Such preventive work should be systematic and based on the introduction of socio-pedagogical technology and interactive forms and methods. It should be noted that the relevance of the dissertation is enhanced by a number of contradictions, which are not only named by the author, but also fully resolved in the course of the research.

We share the position of the applicant in that the use of innovative forms, methods and means in general secondary educational institutions can be used during the organization of preventive and corrective activities with teenagers. Currently, the educational space of general secondary educational institutions feels an urgent need for the development of socio-pedagogical technology. As well as,

it needs the introduction of a complex of educational and methodological materials to ensure the effective organization of this activity. In view of the above arguments, the topic of Siagha Sami's dissertation research does not cause any doubts and is indisputable.

2. The degree of validity of the scientific statements and conclusions formulated in the dissertation. The soundness of the scientific statements, conclusions and recommendations declared by the author is confirmed by a deep critical analysis of the theoretical and practical foundations of the problem. As well as the use of modern methodological approaches and principles related to the organization of preventive and corrective work. In particular, the author used a set of theoretical, empirical and statistical methods that made it possible to conduct a pedagogical experiment at a high scientific level. It also helped to carry out a balanced check of the significance of the results obtained.

The conducted analysis of the dissertation research made it possible to state that the author conducted research and experimental work on the basis of five of general secondary educational institutions: Ternopil comprehensive school of I-III degrees No. 24, lyceum of Gadynkivtsi of the Kopychynetsk City Council, Chernivtsi Multidisciplinary Lyceum No. 11 "Prestige", Mukachevo Specialized School I-III Levels No. 4 with in-depth study of individual subjects and units. The experiment involved 811 teenagers (the ascertainment stage) and 245 teenagers (the formative stage). We believe that the purposeful use of the selected scientific tools contributed to obtaining reliable results.

It should be noted that the reviewed study is based on a fairly rich source base. In particular, the author carried out a thorough analysis of 321 sources. This fact created proper prerequisites for systematic coverage of the topic. The theoretical information analyzed by the dissertation student made it possible to thoroughly illuminate the theoretical and methodological principles of preventive and corrective activities' organization. It helped to carry out the development of socio-pedagogical technology and to conduct an experimental verification of the author's vision.

We state that the conclusions formulated in the dissertation fully correspond to the set tasks and consistently reveal the logic of the research. As well as it correlates with scientific novelty and practical significance. We consider the developed complex of educational and methodical materials to be a significant author's merit. It ensured the effectiveness of the implementation of technology for the prevention and correction of adolescents' aggressive behavior in general secondary educational institutions.

3. Scientific novelty and reliability of the scientific provisions of the dissertation. The author managed to obtain significant scientific results that are characterized by novelty. It was conducted during the study of the organization of prevention and correction of teenagers' aggressive behavior in general secondary educational institutions. In particular, for the first time, there was developed a socio-pedagogical technology for the organization of preventive and corrective activities. It includes: the goal, subjects who will implement it, scientific and methodological support for practical activities, forms and methods of implementation technology, stages of practical activities, parameters for evaluating the expected result. There also are defined and theoretically substantiated socio-pedagogical conditions ensuring the effectiveness of socio-pedagogical technology. These include: 1) pedagogical support of the process of improving the personal qualities and resources of adolescent schoolchildren; 2) formation of constructive interaction and development of a positive microclimate based on the use of game activities; 3) provision of practice-oriented direction to cultural and leisure activities). The researcher *clarified* the conceptual and categorical apparatus. It determined the essence of such scientific definitions as: "aggression", "aggressiveness", "aggressive behavior", "particularities of adolescent aggression". There have been *significantly improved* forms and methods aimed at improving the preventive and corrective activities of aggressive behavior. As the dissertation research shows, there has *gained further development of the* methodical and practical principles of using innovative forms, methods and tools during the preventive and corrective activities' organization with teenagers in general

secondary educational institutions. We positively evaluate the developed diagnostic tools for determining the state of teenagers' aggressive behavior.

4. Significance of the obtained results for science and practical use. We emphasize the fact that the obtained scientific results are significant for the educational activities of general educational institutions. Therefore, they can be used to optimize preventive and corrective activities. It has been established that the created bank of training programs, a set of business games, situational exercises has undeniable scientific value. They have great practical importance for optimizing the work of social pedagogues and practical psychologists with teenagers who have a high level of aggression. The main provisions, generalizations and conclusions can be used during the professional training of future social teachers, social workers and practical psychologists. As well as it will be useful in the development of methodological materials for classroom teachers with the aim of forming their readiness to work with teenagers who have a high level of aggression. The main provisions, generalizations and conclusions can be used for writing monographs, textbooks, teaching and methodical manuals, the execution of master's, bachelor's and course theses. They can also be used for the development of concepts of activities related to the organization of prevention and correction of aggressive behavior of adolescents in general secondary educational institutions.

5. Complete presentation of the main results of the dissertation thesis in scientific publications. Scientific works published by Siagha Sami are evidence of scientific prudence and high professionalism. So, there are 14 publications (in particular, 1 article in a foreign publication, 3 articles in scientific specialized publications of Ukraine, 1 - educational and methodological manual and 9 works of an approbation nature, published in collections of materials of conferences and other publications). Such an author's addition convincingly proves the completeness of the presentation of the obtained results of the dissertation in open print.

6. Compliance of the structure and content of the dissertation with the requirements. The peer-reviewed dissertation is clearly structured. It contains annotations, an introduction, three chapters, conclusions, a list of used sources and appendices. The work contains 18 tables and 13 figures, which expand the perception of information and testify to a high scientific level and confirm the author's professionalism as a mature scientist-practitioner. The structure of the dissertation and the main text are submitted in accordance with the current requirements. The title of the dissertation research is consistent with the purpose. It corresponds to the content of the theoretical part and is adequate to the conducted experimental research. The author correctly defined the conceptual apparatus (object, subject, goal, hypothesis). It made it possible to clearly outline specific tasks.

In the *introduction*, there is clearly and logically argued the relevance of the research. There are outlined current states and problems. There are highlighted unresolved issues. It was characterized the need to resolve the contradictions that determine the relevance of the research. The applicant presented the connection of the work with scientific plans and topics, substantiated the novelty and practical significance, presented data on the approbation of the results at international and all-Ukrainian scientific and practical conferences.

In the *first chapter*, attention is focused on the characteristics of the theoretical foundations of the projection of the study of aggression as a psychological-pedagogical and social phenomenon. There are thoroughly covered the essence and characteristics of aggressiveness and aggressive personality behavior. We consider the author's approaches to revealing the content and features of adolescent aggression and the characteristics of the cause of its development to be interesting. In particular, the author presented in *Table 1.3* the positive and negative aspects of adolescent aggression, during the analysis of various approaches of scientists. We consider Siagha Sami's approach to the characterization of individual psychological factors that provoke aggression in teenagers to be creative (table 1.4). We positively assess the fact that, based on the

conducted analysis, the dissertation student competently identified the main motives of aggressive behavior of adolescents. He analyzed the approaches of scientists to the classification of types and forms of aggression that are most common in adolescence.

In our view, it is quite appropriate that the author presented the characteristics of socio-pedagogical prevention and correction of teenagers' aggressive behavior in general secondary educational institutions in the *second chapter*. We approve of Siagha Sami's position to highlight the principles of preventive and corrective activities with aggressive teenagers (Fig. 2.1). It is justified the choice of systemic, individual, competence and activity approaches. It shows a deep understanding of the issues of prevention and correction of teenagers' aggressive behavior.

The dissertation thesis thoroughly presents the implementation of socio-pedagogical technology for the prevention and correction of teenagers' aggressive behavior in general secondary educational institutions. There are purposefully and consistently implemented specific forms, methods and techniques. Thus, it was established that in the structural context the technology includes the following components: purpose; entities that will implement it; socio-pedagogical conditions that will ensure its effectiveness; scientific and methodical support of practical activities; forms and methods of technology implementation; stages of practical activity; parameters for evaluating the expected result.

We agree with the logically argued position of the author that the introduction of socio-pedagogical conditions in preventive and corrective work with teenagers in institutions of general secondary education. The proposed socio-pedagogical conditions will make prevention and correction of teenagers' aggressive behavior in general secondary educational institutions more effective. In particular, the author singled out the following three conditions: pedagogical support of the process of improving the personal qualities and resources of adolescent schoolchildren; the formation of constructive interaction and the

development of a positive microclimate based on the use of game activities; providing practice-oriented guidance to cultural and leisure activities.

We approve of the fact that the organization, content and methodology of the experiment (declarative and formative) are thoroughly covered in the work. Thus, there were implemented in the experimental classes, game exercises and story role-playing games for teenagers to transform aggressive behavior into constructive behavior. There has been developed the competition and training program "Stop-Bulling". The author developed the "Portfolio for a social pedagogue and a practical psychologist on the organization of prevention and correction of adolescents' aggressive behavior". This approach made it possible to obtain statistically reliable results.

7. Compliance of the dissertation with the established requirements and data on the absence of textual borrowings and violations of academic integrity. Siagha Sami's dissertation meets all the requirements specified by the order of the Ministry of Education and Science of Ukraine No. 40 dated January 12, 2017.

During the review of Siagha Sami's dissertation thesis, there were found no violations of academic integrity (academic plagiarism, self-plagiarism, fabrication, falsification) and textual borrowings. Therefore, we consider the work to be independently performed scientific research. All the presented ideas and scientific propositions were received by the author personally.

It should be mentioned the high linguistic and stylistic culture of the dissertation thesis. The *general conclusions* are consistent, logical, clear and specific, which proves the prudence of the scientist. The *references* in the text are made in compliance with all requirements. We positively assess the fact that the author presented a significant amount of practical material in the *appendices*. This significantly deepened the perception of information, and also characterizes the author as a competent practitioner.

8. Discussion clauses and comments on the content of the dissertation.

Noting the significant positive achievements and achievements of Siagha Sami, we consider it appropriate to draw his attention to *certain points of discussion and remarks*, which we define as wishes:

1. In Figure 1.1. "Spectrum of functions of aggression" there are distinguished three groups of functions: positive, negative and ambivalent. We believe that the author should have explained more thoroughly what exactly he was guided by when referring the function of revenge to ambivalent functions.

2. In figure 2.2. "Schematic content of the application of socio-pedagogical technology of prevention and correction of adolescents' aggressive behavior" shows such an element as "assessment of the quality of solving the problem regarding the prevention and correction of adolescents' aggressive behavior". We believe that assessment is an important element. It is worth describing more thoroughly which quality assessment mechanisms are the most effective.

3. The author states that in order to optimize practical activities, he has developed joint practical *recommendations* for class teachers, practical psychologists and social pedagogues for the prevention and correction of teenagers' aggressive behavior. We believe that it is appropriate to submit such recommendations separately for classroom teachers and separately for practical psychologists and social workers. After all, they perform a variety of professional duties.

8. GENERAL CONCLUSION. It should be noted that comments and wishes are of a debatable nature. Therefore, they do not have a significant impact on the positive evaluation of the dissertation thesis. The work contains significant scientific improvements and new, previously unprotected scientific provisions. The obtained results are rational for solving the issue of organizing preventive and corrective activities with aggressive teenagers. Dissertation thesis is characterized by scientific novelty, theoretical and methodical significance and has a practical orientation.

We recognize the dissertation research on the topic "SOCIAL AND PEDAGOGICAL CONDITIONS OF PREVENTION AND CORRECTION

ADOLESCENTS AGGRESSIVE BEHAVIOR IN GENERAL SECONDARY EDUCATIONAL INSTITUTIONS” as a meaningful and completed scientific work that fully meets the requirements of the “Procedure for awarding the degree of Doctor of Philosophy” approved by the Resolution of the Cabinet of Ministers of Ukraine dated January 12, 2022 p. No. 44., and its author - Siagha Sami deserves to be awarded the scientific degree of Doctor of Philosophy in the specialty 011 Educational pedagogical sciences of the field of knowledge 01 Education / Pedagogy

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