

To the one-time specialized council DF 58.053.030
Ternopil Volodymyr Hnatiuk National Pedagogical
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REVIEW

official opponent

for dissertation research SIAGHA SAMI

**on the topic: «SOCIAL AND PEDAGOGICAL CONDITIONS OF
PREVENTION AND CORRECTION ADOLESCENTS AGGRESSIVE
BEHAVIOR IN GENERAL SECONDARY EDUCATIONAL
INSTITUTIONS», submitted for obtaining the scientific degree of Doctor of
Philosophy in the specialty 011 “Educational, Pedagogical Sciences”**

Relevance of the topic of the dissertation research. Currently, Ukrainian secondary educational institutions are actively working on the introduction of socio-pedagogical innovations into the educational process. It is conducted in order to improve the organization of educational work, which is related to the organization of preventive and corrective activities. A practical psychologist and a social pedagogue must possess innovative socio-pedagogical technologies in working with this category of schoolchildren. In our view, reducing the level of aggression among teenagers will have a positive effect on the socialization processes of the individual in society. We share the author's opinion that the increase in the number of aggressive teenagers poses the task of studying socio-pedagogical factors that underlie aggression manifestations. It is advisable to organize preventive and corrective work in educational institutions to provide qualified help to teenagers. From a psychological and pedagogical point of view, it is necessary to investigate its forms in order to reduce the negative consequences of aggressive behavior. As well as it is important to predict effective forms, methods and techniques that will have a positive effect on the prevention and correction of adolescents' aggressive behavior during education.



In view of the provided facts, we fully support Siagha Sami in the fact that the organization of prevention and correction of aggressive behavior needs a systematic approach and real filling with modern pedagogical innovations.

It was established that, despite a significant number of publications, theoretical and practical issues of the organization of prevention and correction of aggressive behavior cannot be considered fully covered both in psychological and pedagogical and methodical literature. The contradictions that have been identified and require a purposeful resolution strengthen the relevance of Siagha Sami's dissertation research.

Hence, we state that the scientific research, which is presented for defense, is certainly timely, practically aimed. Its relevance does not cause any doubts. Therefore, we consider the peer-reviewed dissertation research to be integral. It reveals the need to work with aggressive teenagers at the scientific-theoretical, practical and methodical levels. The research also demonstrates the author's deep understanding of modern approaches to the organization of preventive and corrective activities.

Scientific novelty of the dissertation work's results. The conducted analysis of the dissertation work allows to certify that the applicant has obtained significant scientific results. So, for the first time, there was theoretically developed the socio-pedagogical technology of organizing preventive and corrective activities. The socio-pedagogical conditions ensuring the effectiveness of the socio-pedagogical technology were determined and theoretically substantiated. The author attributed to such 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 consider it valuable from the scientific point of view that the dissertation student *specified* the criteria (motivational-emotional, cognitive-cognitive, conative-behavioral). They reflect the productivity and quality of the process of prevention and correction of adolescents' aggressive behavior in general secondary educational institutions at three levels (high, middle and low). It should be noted that the author took a balanced approach to the organization of his practical activities. They made it

possible to improve the content, forms and methods of preventive and corrective activities with aggressive teenagers.

The degree of validity of scientific statements and conclusions. The study of Siagha Sami's dissertation allows us to state that the author used an adequate set of theoretical, empirical and statistical methods. This helped him properly organize a pedagogical experiment and verify the obtained results. The peer-reviewed dissertation is based on a significant source base, which covers 321 titles. It should be noted that the presented conclusions correspond to the set tasks. They are also correlated with scientific novelty.

Evaluation of the content of the dissertation, its completeness and compliance with the established requirements. It should be noted that the dissertation research is clearly structured. In particular, the acquirer clearly defined the object, the subject, formulated the goal, hypothesis and tasks of the research, justified the choice of search methods. All components of the scientific apparatus are fully correlated with each other. We believe that the formulation of the main methodological characteristics of the work is a completely logical, qualified and balanced construct. It also deserves approval and has scientific value. It is impossible to ignore the appropriate choice of research methods, their correspondence to the tasks that were solved in the process of work.

It should be dwelled on the characteristics of the specific results of Siagha Sami's dissertation research more *precisely*.

Thus, the author convincingly substantiates the multifaceted, complex, systemic and interdisciplinary nature of aggressive behavior. Thus, the dissertation presents the author's vision of the scientific definitions of "aggression", "aggressiveness" and "aggressive behavior". The author understands adolescent aggression as motivated destructive behavior that contradicts generally accepted social norms and is a direct reflection of the child's internal discomfort. The dissertation student approached the characteristics of adolescent aggression in a scientifically balanced manner. It was done based on a thorough analysis of regularities, models, and psychological mechanisms. Such features include: pronounced demonstrative character; is the result of a personal crisis; characterized

by the appearance of various types of deviations; manifests spontaneously both for the teenager himself and for his environment.

The strength of the dissertation is the theoretically grounded author's view on the main motives of teenagers' aggressive behavior and approaches to the classification of types and forms of aggression.

We approve the dissertation student's view on the structural components of the criteria (motivational-emotional, cognitive-cognitive, conative-behavioral). They reflect the quality of the process of prevention and correction adolescents' aggressive behavior at three levels (high, medium and low).

The author proves that the socio-pedagogical technology of prevention and correction teenagers' aggressive behavior should be part of a holistic educational process. It should include a system of preventive and corrective psychological-pedagogical actions aimed at preventing destructive aggression and correcting aggressive behavior. We consider the presented socio-pedagogical technology to be well-founded, logical. It creates the necessary prerequisites for conducting the experimental part of the research.

It is fundamental to reveal in the work theoretical, methodical and practical issues related to the characteristics of socio-pedagogical conditions. The author understands the conditions as additional circumstances that make the prevention and correction teenagers' aggressive behavior in general secondary educational institutions high-quality and effective. There were chosen three socio-pedagogical conditions: pedagogical support of the process of improving 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.

It has been established that the author's special attention in the dissertation was given to the presentation of practical mechanisms for the implementation of specific socio-pedagogical conditions.

The advantages of Siagha Sami's dissertation include its **practical significance**, which consists in the fact that the author proposed innovative forms and methods that reduce the level of aggressiveness. There has been developed a toolkit for diagnosing

teenagers' aggressive behavior. There was prepared training "STOP BULLING". There was offered the "Bank of practical materials for the organization of leisure activities of teenagers in general secondary education institutions". There was also developed a portfolio for social pedagogues and practical psychologists on the organization of prevention and correction teenagers' aggressive behavior.

We support Siagha Sami in his effort to clearly present the empirical part of the study. We're also impressed by a detailed and successfully conducted pedagogical experiment, in particular the formative stage. There was logically traced the connection between theoretical ideas and methods of their practical implementation. The presented results testify to the positive consequences of the activities proposed by the author. The Kolmogorov-Smirnov test revealed statistically significant differences between the control and experimental groups. We note the correctness with which the author interpreted the results of the experiment.

The completeness of the presentation of the main results of the dissertation research. All provisions of the work are qualitatively argued and supported by references to relevant sources. It was found that the conclusions prove the logical completeness of the research and correspond to the set tasks. It should be noted that all research tasks have been carefully analyzed by the author. Its results have been thoroughly verified by reliable modern research methods.

The author's scientific publications confirm his competence in matters of organization of prevention and correction of teenager's aggressive behavior. So, 14 papers were included in the research output of the recipient.

Compliance of the dissertation with the established requirements. In our view, all the theoretical propositions and conclusions of Siagha Sami's dissertation research are fully substantiated, theoretically and methodologically balanced. Presentation of theoretical, empirical, research material corresponds to the topic of the dissertation research, its object, subject, purpose. Dissertation work is clearly structured. The content of the work reflects the progress of the research tasks. The conclusions presented in the dissertation testify to the integrity and logical completeness of the research and correspond to the tasks set. The abstract of the dissertation fully reflects its content. It should be noted that the dissertation is

characterized by a high culture of scientific and theoretical thinking, literacy in the construction and presentation of scientific material, wide approval of the results at international, all-Ukrainian, regional conferences.

Data on the absence of textual borrowings and violations of academic integrity. No violations of academic integrity (academic plagiarism, self-plagiarism, fabrication, falsification) and textual borrowings were found during the review of Siagha Sami's dissertation. The conducted analysis of the dissertation testifies to the scientific conscience and deep theoretical knowledge of the dissertation holder, perfect mastery of scientific research methods. The source base is sufficient for a comprehensive study of the problem. It also testifies to the scientific conscience of the author.

It should be noted that the presented dissertation is an independent, completed scientific study. It leaves behind a well-tested, experimentally verified powerful toolkit for the prevention and correction of adolescents' aggressive behavior. It can be practically applied in general secondary education institutions.

Discussion clauses and remarks. After proper evaluation of the positive achievements, we consider it appropriate to pay attention to certain *inaccuracies*, *debatable points* and express our own *comments* and *judgments*:

1. Figure 1.2. "Classification of types of aggression (author's generalization)", in our opinion, is overloaded with graphic forms and is quite difficult for perceiving. It should be divided into two pictures to simplify perception.

2. In our opinion, paragraph 2.1. "Organization of socio-pedagogical prevention and correction of aggressive behavior of teenagers in institutions of general secondary education" the author pays a lot of attention to the characteristics of the terms "prevention" and "correction". We note that these terms are quite well-known, so it would be possible to limit ourselves to generalization of information, or to transfer part of the information to the appendices.


3. It is valuable that the dissertation developed a socio-pedagogical technology for the prevention and correction of aggressive behavior of teenagers. The work would only win if the author depicted all the component technologies in graphic form.

Conclusions regarding the compliance of the dissertation research with the current requirements and the possibility of awarding a scientific degree. However, the expressed comments and wishes do not reduce the scientific value of the dissertation and do not affect its high positive evaluation. Siagha Sami's peer-reviewed dissertation is an independent completed research paper. Based on the conducted analysis, we state that the results have scientific novelty, theoretical and practical significance, and are important for pedagogical science.


General conclusion. Therefore, the dissertation on the topic: "SOCIAL AND PEDAGOGICAL CONDITIONS OF PREVENTION AND CORRECTION ADOLESCENTS AGGRESSIVE BEHAVIOR IN GENERAL SECONDARY EDUCATIONAL INSTITUTION" in terms of relevance, content, results, volume and design 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, No. 44. These facts provide grounds for awarding the author, Siagha Sami, 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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