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Ternopil Volodymyr Hnatyuk National
Pedagogical University
(46027, Ternopil, Maksym Kryvonosa St. 2)

REVIEW

official opponent, doctor of pedagogical sciences, professor

TYURINA VALENTYNA OLEXANDRIVNA

for dissertation research

Siagha Sami on the topic «**SOCIAL AND PEDAGOGICAL
CONDITIONS OF PREVENTION AND CORRECTION ADOLESCENTS
AGGRESSIVE BEHAVIOR IN GENERAL SECONDARY
EDUCATIONAL INSTITUTIONS**», which is presented for obtaining the
scientific degree of Doctor of Philosophy in the field of knowledge 01

Education/ Pedagogy

from specialty 011 Educational, pedagogical sciences

Relevance of the research topic and its connection with branch scientific programs. Adolescents' aggressive behavior causes deviations and can lead to delinquency. The increased level of aggression distracts the teenager from positive things. It increases the level of conflict and worsens the moral and psychological climate in the team. Aggression quite often can have negative consequences on the process of self-realization of a teenager. It also causes the disorganization of the entire group. We share the author's opinion that if social-pedagogical assistance is not provided in time (to organize preventive and corrective work) to an aggressive teenager, then this quality will not only be preserved in adult life. It may also develop into a stable personality quality.

It is generally known that aggressive behavior worsens the teenagers' socialization process. It also reduces personal productive potential, deforms personal formation and development. In order to avoid such phenomena,



aggressive teenagers should receive timely and high-quality socio-pedagogical assistance while studying in general secondary educational institutions.

Scientific novelty of the research results. Siagha Sami's dissertation research is characterized by novelty and originality due to the set of problems that are considered by the author. So, in the dissertation, the author developed a socio-pedagogical technology for the organization of preventive and corrective activities, which includes: the goal, subjects who will implement it, scientific and methodological support for practical activities, forms, methods and methods of technology implementation, stages of practical activities, parameters evaluation of the expected result.

We appreciate the fact that there are defined and theoretically substantiated in the dissertation socio-pedagogical conditions that ensure the effectiveness of socio-pedagogical technology. Such socio-pedagogical conditions include: pedagogical support of the process of improving personal qualities and resources of schoolchildren of adolescent age; 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 acknowledge the author's contribution to the development of a diagnostic toolkit for studying the aggressive behavior of adolescents. It is valuable that in the course of Siagha Sami's research, he clarified the essence of the scientific definitions of "aggression", "aggressiveness", "aggressive behavior", "particularities of adolescent aggression" from both a pedagogical, psychological and social point of view.

It is also positive that the author completely eliminated the contradictions identified between during the work on the dissertation research:

– a social order for the education of a personality with moderate aggressiveness and lack of development of practical mechanisms that have a positive effect on the prevention and correction of adolescent aggressiveness;

– complex and integrative nature of aggressive behavior and only episodic use of scientifically based innovative forms and methods during the organization of prevention and correction of teenagers' aggressive behavior in general secondary educational institutions;

– increased requirements for the introduction of socio-pedagogical technology in the process of organizing preventive and corrective work in the adolescent environment and the inertia of the secondary educational system, which does not have time to respond in a timely and adequate manner to the innovations' introduction;

– the requirement for the development of personal qualities of teenagers during their studies in of general secondary educational institutions with the use of game and cultural leisure activities and the lack of purposeful and complex activities in this direction.

The practical significance of the research lies in the development and implementation of innovative forms and methods that reduce the level of aggressiveness in preventive and corrective work with teenagers. The author proposed a practical toolkit for diagnosing teenagers' aggressive behavior. There was prepared training "STOP BULLING". There were developed educational and methodological recommendations "Methodical and practical foundations of the organization of prevention and correction of adolescents' aggressive behavior in general secondary educational institutions: a practical advisor". There was proposed the "Bank of practical materials for the organization of leisure activities of adolescents in general secondary educational institutions". Portfolio for a social pedagogue and a practical psychologist for the qualitative organization of preventive and corrective activities with teenagers who have a high level of aggressive behavior are valuable from a practical point of view.

The results of the research were implemented in the educational process of the Chernivtsi Polytechnic Lyceum No. 11 "Prestige" of the Chernivtsi City Council, the Ternopil Secondary School of the I-III Degrees No. 24 of the Ternopil City Council of the Ternopil Region, the Mukachiv Specialized School

of the I-III Degrees No. 4 with in-depth study of individual subjects and courses of the Mukachivska city council of Zakarpattia region, lyceum of Gadynkiv residents of the Kopychynetsk City Council of the Chortkiv District of the Ternopil Region, Ternopil Volodymyr Hnatyuk National Pedagogical University.

Evaluation of the content of the dissertation, its completeness and compliance with the established requirements. The dissertation consists of annotations in Ukrainian and English, a list of works published by the author, a list of conventional abbreviations, an introduction, three chapters, conclusions to each chapter, general conclusions, a list of used sources (321 names) and 11 appendices. The work contains 18 tables and 13 figures.

Thus, in the first chapter of the dissertation “Theoretical foundations of the emergence of aggressive behavior in adolescence” are presented the characteristics of aggression as a psychological-pedagogical and social phenomenon. As well as there is investigated the essence of aggressiveness and aggressive behavior of the individual. The leading place in the paragraph is devoted to the content and study of the peculiarities of adolescent aggression and the reasons for its appearance and development.

It is quite justified that it was focused the main attention on the coverage of practical aspects the author in the second chapter “Practical ways of organizing the prevention and correction of aggressive behavior of teenagers in general secondary educational institutions”. Thus, it was thoroughly investigated the organization of socio-pedagogical prevention and correction teenagers’ aggressive behavior in general secondary educational institutions. We note the author’s prudence regarding the analysis of the components of the socio-pedagogical technology of prevention and correction teenagers’ aggressive behavior in general secondary educational institutions. We consider it valuable from a practical point of view that Siagha Sami carefully approached the justification of the expediency of introducing socio-pedagogical conditions into

preventive and corrective work with teenagers in general secondary educational institutions.

We consider it logical that the third chapter of the dissertation “Research-experimental verification of the effectiveness of socio-pedagogical conditions for the prevention and correction of aggressive behavior of adolescents in institutions of general secondary education” is devoted to the characteristics of experimental research at the ascertaining and formative stages of the experiment. We note the balanced approach of Siagha Sami to highlighting the mechanisms of implementing socio-pedagogical conditions for the prevention and correction teenagers’ aggressive behavior in general secondary educational institutions. We consider the fact that the author, based on the use of mathematical statistics methods, proved the reliability and non-accidental nature of the obtained results of the experimental study as evidence of the author’s professionalism.

Completeness of the presentation of the main provisions of the dissertation in scientific publications. We emphasize that the main content and results of the research are reflected in a sufficient number of publications. Thus, the author has published 14 publications, 11 of which are solo (1 article in a foreign publication, 3 articles in scientific and specialized publications of Ukraine, 1 – a teaching and methodical guide and 9 works of an approbation nature, published in collections of conference materials and other publications). It should be noted that the scientific publications published on the subject of the dissertation are distinguished by the completeness and high-quality presentation of the research materials.

Compliance of the dissertation with the established requirements. Siagha Sami’s dissertation corresponds to the specialty for which it is submitted for defense. The design of the dissertation fully meets all the requirements for this type of scientific publication.

Data on the absence of textual borrowings and violations of academic integrity. It should be noted that during the review of the dissertation, there

were not detected violations of academic integrity (academic plagiarism, self-plagiarism, fabrication and falsification) and textual borrowings. In this way, we can state that the dissertation is an independently performed scientific study, all ideas and scientific propositions presented in it are obtained by the author personally.

Discussion clauses and comments on the content of the dissertation.

Positively evaluating the scientific and practical significance of the dissertation research, we consider it appropriate to express certain remarks and wishes of a debatable nature to the author:

1. In table 1.2. "Pedagogical approaches to understanding the essence of aggression" should not only present the views of scientists on the essence of aggression. It should also express their critical remarks.

2. In our view, paragraph 1.2. "The essence and characteristics of aggressiveness and aggressive personality behavior" is oversaturated with theoretical information, so it would be worthwhile to transfer some of the information to the appendices, or to depict it schematically in the form of figures or tables.

3. Describing the formative experiment, the author names three substages: procedural, practical, and analytical. We believe that considering the essence and tasks of the first stage, it is appropriate to call it not procedural, but diagnostic.

4. In our opinion, a more thorough explanation is needed as to why the author chose socio-pedagogical conditions among a rather significant spectrum of conditions (psychological-pedagogical, organizational-pedagogical, organizational-psychological, social-pedagogical, social-psychological).

We emphasize that the expressed comments and wishes are not fundamental and do not affect the overall positive assessment of Siagha Sami's dissertation work. Their results are marked by scientific novelty. They are well-founded and have theoretical, methodical and practical significance.

General conclusion. Thus, we can responsibly state that the Siagha Sami's dissertation work on the topic **“SOCIAL AND PEDAGOGICAL CONDITIONS OF PREVENTION AND CORRECTION ADOLESCENTS AGGRESSIVE BEHAVIOR IN GENERAL SECONDARY EDUCATIONAL INSTITUTIONS”** is an independent, integral and completed scientific study that 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, and its author 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.

Official opponent:

doctor of pedagogical sciences, professor,
Professor of the Department of Sociology and Psychology
Kharkiv National University
of Internal Affairs, Ministry of Internal Affairs of Ukraine



Valentyna TYURINA