

A.B. Mukasheva , **M.B. Bakytzhan*** 

Al-Farabi Kazakh National University, Kazakhstan, Almaty

*e-mail: bakytzanm@gmail.com

REDUCTION OF AGGRESSIVENESS LEVEL OF CHILDREN WITH HEARING IMPAIRMENT IN INCLUSIVE EDUCATION

A high level of anxiety in children of primary school age with hearing disorders affects their communicative and emotional sphere, reduces motivation for learning and development. The article defines the phenomenon of aggressiveness. The signs and causes of aggression of children with hearing impairments in primary school are presented. The methods of psychological and pedagogical treatment that correct the aggressive behavior of primary school children with hearing impairments are introduced. The concepts of sand therapy, relaxation and art therapy are revealed. The possibilities of game therapy in working with younger schoolchildren are explained. Diagnostic research methods, such as the observation method, the "Self-portrait" method by A.Karelin, the "Hand testing" method by E. Wagner, Benevol'skaya's questionnaire for teachers were performed.

The performance of a Pedagogues-psychologist in schools with inclusive experience include 4 areas: advisory, diagnostic, informational-educational and developmental. The article also defines the necessity and effectiveness of psychological and pedagogical correctional work in order to reduce aggressiveness in children with hearing impairments.

The program of psychological and pedagogical correction of aggressive behavior in younger schoolchildren was proposed, edited and tested by authors of the article. Reduction in the aggressiveness of younger schoolchildren with hearing impairments who took participation in experiment confirmed the effectiveness of the program, which allows it to be used by modern psychologists and Pedagogues in inclusive education.

Key words: inclusive education, students with hearing impairment, children with special needs in learning, child aggressiveness, psychological and pedagogical correction.

А.Б. Мукашева, М.Б. Бакытжан*

Әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.

*e-mail: bakytzanm@gmail.com

Инклюзивті білім беруде есту қабілеті бұзылған балалардың агрессивтілік деңгейін төмендету

Есту қабілеті шектеулі кіші мектеп жасындағы балалардың бойындағы үрей деңгейінің жоғары болуы, олардың коммуникативті, эмоционалды сфераларын зақымдандырып, оқуға және дамуға деген мотивацияларын төмендеттіреді.

Мақалада агрессивтілік құбылысына анықтама берілген. Есту қабілеті шектеулі бастауыш сынып оқушыларының агрессиясының белгілері мен себептері көрсетілген. Есту қабілеті нашар кіші мектеп балаларының агрессивті мінез-құлқын түзетін психологиялық-педагогикалық түзете-дамыту әдістері ұсынылған. Сонымен қатар, мақалада құм терапиясы, релаксация және арт-терапия ұғымдарының мазмұндары ашылған. Есту қабілеті шектеулі бастауыш сынып оқушыларымен жұмыс жасауда ойын терапиясының мүмкіндіктері түсіндірілген. Балалардың бойындағы агрессивтілік деңгейін анықтау мақсатында, келесідей диагностикалық әдістер қолданылған: бақылау әдісі, А. Карелиннің «Автопортрет» әдісі, Э. Вагнердің «Қол тесті» әдісі, Беневоляскаяның тәрбиешілерге арналған сауалнамасы.

Инклюзивті тәжірибесі бар мектептердегі педагог-психологтың қызметі 4 бағыттан: кеңес берушілік, диагностикалық, ақпараттық-ағартушылық, түзету жұмыстарынан тұрады, соның ішіндегі есту қабілеті шектеулі оқушылардың агрессивтіліктерін төмендету мақсатындағы психологиялық-педагогикалық түзету жұмыстарының тиімділіктері және қажеттіліктері анықталған.

Мақала авторлары есту қабілеті шектеулі кіші мектеп оқушыларының агрессивті мінез-құлықтарын психологиялық-педагогикалық түзету бағдарламасын ұсынды, өңдеді және сынақтан өткізді. Экспериментке қатысқан есту қабілеті нашар бастауыш сынып оқушыларының түзету жұмыстарынан кейін агрессивтіліктерінің төмендеуі бағдарламаның тиімділігін растады, бұл оны заманауи инклюзивті білім беруде психолог-педагогтерге қолдануларына мүмкіндік береді.

Түйін сөздер: инклюзивті білім беру, есту қабілеті бұзылған оқушылар, ерекше білімді талап ететін балалар, бала агрессивтілігі, психологиялық-педагогикалық түзету.

А.Б. Мукашева, М.Б. Бакытжан*

Казахский национальный университет им. аль-Фараби, Казахстан, г. Алматы

*e-mail: bakytzanm@gmail.com

Снижение уровня агрессивности детей с нарушением слуха в условиях инклюзивного образования

У детей младшего школьного возраста, имеющих нарушения слуха, происходят изменения в разных сферах деятельности: коммуникативной, когнитивной, эмоциональной. Высокий уровень агрессивности снижает у детей мотивацию к обучению и развитию.

В статье дается определение феномену агрессивности. Показаны признаки и причины агрессии детей с нарушениями слуха в начальной школе. Представлены методы психолого-педагогического воздействия на поведение детей и методы лечения, корректирующие агрессивное поведение детей начальных классов с нарушениями слуха. Раскрыты понятия песочной терапии, релаксации и арт-терапии. Объяснены возможности игровой терапии в работе с младшими школьниками. Проведены диагностические методы исследования, такие, как метод наблюдения, метод «Автопортрет» А. Карелина, метод «Тест руки» Э. Вагнера, анкета Беневольской для воспитателей.

Деятельность педагога-психолога в школах с инклюзивным опытом включает 4 направления: консультативное, диагностическое, информационное, коррекционно-развивающее. В статье показана необходимость психолого-педагогической коррекционной работы с целью снижения агрессивности у детей с ограниченными возможностями здоровья.

Авторами статьи предложена и апробирована программа психолого-педагогической коррекции агрессивного поведения у младших школьников. Снижение агрессивности участвовавших в эксперименте младших школьников с нарушениями слуха подтверждает эффективность программы, что позволяет рекомендовать ее современным психологам-педагогам к использованию в инклюзивном образовании.

Ключевые слова: инклюзивное образование, учащиеся с нарушениями слуха, дети с особыми образовательными потребностями, агрессивность ребенка, психолого-педагогическая коррекция.

Introduction

According to the World Health Organization, the number of people with hearing disorders reached 360 million in 2011, 32 million of them were children. According to current statistics, in 2021, more than 5% of the world, or 430 million people, receive a “disability” according to hearing loss and require rehabilitation work (432 million adults and 34 million children with hearing disorders were identified). It is assumed that by 2050, more than 700 million people, or one in ten people, will have hearing loss (Ayhan Babaroglu, 2016:1) (electronic resource “World Health Organization, 2021) [1,2].

In accordance with the law of the Republic of Kazakhstan “on Education”, adopted on July 27, 2007 No. 319, it is aimed at involving all children in the educational process, including those with special educational needs. The unified concept of a special governmental standard for children with special educational needs provides opportunities for obtaining education through various ways, including through training in a general education school on the basis

of systematic special psychological and pedagogical support in the same calendar period as their healthy peers. Inclusive education is one of forms of education for children with special educational needs. The goal of inclusive education is to teach students with special educational needs together with their normal peers. The system bases on education of a person as an equal person, regardless of gender, religion or origin. The second goal of inclusive education is to prepare any school for the reception of children who need a variety of special knowledge in the future (Asarhinova E.B., 2018:1) [3].

According to M. Ospanbayeva, inclusive education is a trend that ensures equal access to education for all students, taking into account special educational needs and individual opportunities. Students with special educational needs – children who in need of general education programs, but have permanent or temporary difficulties in obtaining education due to health reasons (Ospanbayeva M.P., 2019) [4].

S.V. Alekhina considers inclusive education as the result of the development of ideas of humanism

based on the special value of a person, his uniqueness, the right to a decent life regardless of his physical condition (Alekhina S.V., 2013) [5].

In contrast to correctional classes, in special schools with inclusive education, where children quickly adapt to the social environment on the basis of psychological and pedagogical support, learn to get along with healthy peers, and increase their readiness for social life. And normal children learn to accept children with special educational needs, see their personal capability and respect them as individuals. Children in special schools only attend correctional classes and learn to establish relationship with students with similar disorders.

Thus, it can be noted that currently inclusive education is developing dynamically in the country. According to the state program of development of Science and Education of the Republic of Kazakhstan for 2020-2025, by 2025 100% of schools and kindergartens, and 70% of universities and colleges should be provided with the necessary conditions for Inclusive Education. Nowadays, there are 82 regional, city and district PMPCS, 207 psychological and pedagogical correction offices, 14 rehabilitation centers, 98 special schools, 38 special kindergartens, and more than 400 inclusion support offices in the country. Special conditions have been created for children with special educational needs in 2,972 public preschool institutions and 4,426 general education schools. (Electronic resource, 2021) [6].

The new form of learning, which develops society in morality and tolerance, has its own difficulties. In particular, the main difficulties include: the presence of negative social attitudes towards children with special educational needs, which means the unpreparedness of society to accept children with disabilities. Often, parents of normal children do not want to teach classes with those whose children need special education. The second important difficulty is insufficiency of teachers working on the model of inclusive education, lack of training and professional specialists (Kraynik V.L., Erokhin V.V., 2019) [7].

Such problems lead to a decrease of self-esteem and learning motivation of children with special educational needs, including children with hearing disabilities, causing the increase in their aggressiveness and anxiety.

One of the most important issues in our time is the high level of aggressiveness of children with hearing impairment. The reasons for this can be different, such as psychological factors (inability to establish relationships due to hearing aid disor-

ders) and social factors (the environment in which he grew up). High levels of aggressiveness damage the entire sphere of children's affective-emotional, communicative, volitional, cognitive areas. In addition, it reduces the desire to study, leads to isolation from society (Burova N.I., 2017:70) [8].

Aggressiveness means aversion, hostility. This is a trait of a person who has a tendency to attack others and the environment. Aggressiveness is a feature of character that manifests itself in a person's attitude to other people, animals and surrounding life in a state of tantrum. Aggressiveness occurs without any objective reasons. These are the repeated actions of anger which is not explained by moral and legal characteristics, is often a character that manifests itself in self-defense or in the defense of other people (Zharykbayev K. B., Sangilbayev O. S., 2006) [9].

Hearing loss refers to hearing disorders in which the hearing organs can not be corrected independently and during treatment. The cause of hearing disorders is different, it can be congenital and acquired. If congenital hearing disorders are transmitted genetically (according to modern research, there are more than 400 genetic syndromes that lead to hearing loss) or damage to the fetus during pregnancy, acquired hearing disorders occur due to disorders of the middle and inner ear and auditory nervous system. In addition, hearing aids suffer from a number of diseases (meningitis, measles, scarlet fever, some types of flu). Some medications (streptomycin, quinine, etc.) also have a negative effect on the child's auditory tract (Sulslov O. I., 2013:92) [10].

Hearing disorders in childhood lead to serious medical, psychological and pedagogical difficulties, including the reduction of ability of speech formation, increasing the level of aggressiveness and anxiety, slowing down the development of the higher nervous system, involving movements and manipulative character, fading emotional state. Deafness significantly reduces the information that comes to the child from the external environment (Koroleva I. V., Yann P. A., 2011:82) [11].

Students with hearing impairments in schools with inclusive educational system are upset by the fact that they want to communicate well with their peers, but do not always understand them correctly. For this reason, students often sit in their seats alone, and when they touch their things, they become aggressive.

Aggressiveness is one of the manifestations of emotional instability, which is studied both as a per-

sonal trait of a person and as an emotional state of the soul.

The purpose of our research work is to reduce the level of aggressiveness in children with hearing impairments in inclusive education, to create a model for correcting aggressiveness by a psychologist-teacher.

Research methods

Nowadays in order to be effective, it is necessary to demonstrate high personal qualities. Carrying out preventive and corrective work on the prevention and correction of aggressive behavior from childhood is the key to a bright future. It is more productive to conduct correctional work in preschool and primary school periods rather than in adulthood.

The research base: The city Almaty, Balbulak Republican children's rehabilitation center performed a work with 7 children with hearing disabilities (4 boys, 3 girls) who study in primary school with additional inclusive educational system.

Technique and methods of research used:

1. Monitoring method
2. A.Karelin's "Self-Portrait" technique
3. E.Wagner's "hand testing" method
4. Questionnaire for teachers

Main stages of the study:

Stage 1. Diagnostics of the level of aggressive behavior of Primary School students was estimated, the results were summed up.

Stage 2. As a result of the diagnosis, a correctional program for children with high level of aggressiveness was created; correctional classes were conducted.

Stage 3. We conducted repeated diagnostics of primary school students with hearing disabilities aimed at identifying aggressive behavior.

In order to reduce the level of aggressiveness, the following methods of art therapy, sand therapy, group trainings, game therapy and individual conversations were used in the correctional work (Nazarova L.P., 2001) [12].

Literature review

No matter what type of aggression is performed, it usually demonstrates an insult to another person. Regardless of the psychological orientation that studies aggression, each of them explains in its own way. (Borodulina S. Yu., 2004) [13].

An important point in defining the concept of aggression is to present this term by various actions.

In more detail, we will focus on the following definitions of aggression by scientists:

* According to K. Izard, aggression is an act and behavior full of cruelty. This is a component of violent and malicious behavior, which sometimes manifests itself in different emotions. It is intended to cause fear or panic to provoke someone to something.

• According to A. Bass, aggression is any act that causes alarm and panic in other people.

• According to A. Berkowitz, aggression also includes self-pity and pride.

* According to D. Zilman, aggression is an attempt to cause physical and physiological harm on another person.

* While L. Bender interprets aggression as an approaching or moving away from an object, F. Allan says it is the inner strength of a person that allows him to resist external forces. The desire to subdue other people or dominate other objects is interpreted as an aggression.

* According to X. Delgado's conclusion, aggression is a behavioral reaction that influences harm and damage to society and people, as well as is characterized by the manifestation of force.

* E. Fromm, on the other hand, explains aggression by causing harm to humans, groups, animals and other creatures (Vishnevetskiy K. V., Tarasenko D. V. 2020) [14].

In theory, there are three different directions that explain the nature of aggressiveness. All of them reflect the opinions and empirical experience of well-known researchers and psychological schools of different times.

Humanistic direction: (K. Rogers, W. Frankl, F. Perls) according to the interpretation, aggression is the action of an individual's forced response to limited freedom. The interpretation of aggression is a comprehensive form of psychological defense (Lebedinsky V.V., Nikolskaya O.S., Baenskaya E.R., Liebling M.M., 1990) [15].

Direction of social learning: (C.N. Yenikolopov, L. Berkowitz, D. Zilman) the composition of this statement is formed as an expression of aggressiveness – this is an action, a character formed as a result of training usually by elderly people (Enikolopov S.N., 1979) [16].

According to those, who proposed the *psychoanalytic direction* as Z.Freud, A.Freud, E.Fromm, A. Adler, K. Jung, K. Horney, aggression is an instinctive, hostile act, it is a conflict between consciousness and the unconsciousness, a kind of psychological defense of a person (Kosheleva, A. D., Medvedeva I. F., 1990) [17].

According to D.Moskovitz and A.Schwarzman, aggression is often accompanied by a deterioration in health. But most of scientists disagree. They believe suppressing aggressive tendencies can lead to a decrease in immunity. Z.Mateychik (Mateychik Z., 1992) [18] believes that aggression is inherent in boys and is a “biological reality” that reinforces these phenomena with cultural and educational traditions. Levitov (Levitov N.D., 1967) [19] developed the question of possible biological sources of aggression, showing that aggressiveness and high excitability of the nervous system are weak activity of active inhibition. Since the properties of the nervous system are transmitted by heredity, according to N. D. Levitov, a violation of the balance between the processes of arousal and inhibition at the highest level and weak self-esteem is also transmitted by genetics.

Insufficient basic social skills in communication can lead children to many stressful situations. In his “learning theory”, A.Bandura identified three stages of analyzing aggressive behavior:

1. Methods of mastering actions;
2. Factors that cause their manifestation;
3. The conditions under which they are approved.

E.O.Smirnova identified several characteristic symptoms of this crisis: negativism, stubbornness, arrogance, underestimation of adults, voluntary departure, rejection of resistance, the desire for despotism.

Let's look at these concepts.

Negativism is an example of a child's behavior: the child's desire to do something not because he or she wants it, but only because it is offered by adults. This is a reaction to the offer of adults, and not to the content of this action.

Stubbornness is a reaction of a child that he does something not because he wants it so badly, but because he demands it. This is a reaction to his own decisions (Smirnova E.O., 1997) [20].

Results and discussion

The purpose of correctional work is to correct aggressive behavior of primary school children using the capabilities of pedagogy and psychology.

Tasks of correctional work:

1. To systematize correctional work and create a program;
2. To conduct correctional classes with selected children using methods provided in the program;
3. To analyze data obtained as a result of the study;

4. To summarize the effectiveness of corrective work on the aggressive behavior of children studied.

However, before carrying out any psychological and pedagogical correctional work, it is advisable to familiarize yourself with the medical indicators of children with hearing loss and strictly observe health-saving technologies. The program for correcting aggressive behavior in children consists of three stages:

Stage 1-reading the literature on psychological diagnostics, selecting methods, organizing and conducting primary diagnostics, summing up the results.

Stage 2-using psychological methods, correctional program and a system of training sessions were developed and conducted;

Stage 3-repetition diagnostics was carried out, the results were processed and analyzed. The effectiveness of the program of psychological and pedagogical support requiring special education and priority areas of work were determined.

According to General Data, art therapy, sand therapy, play therapy, relaxation techniques, group trainings and individual conversations show good results in reducing aggression in children of primary school age.

The main activity of a primary school student is a game. Mental features of a child are formed during the play. Through the game, a certain generation of people begins to gain social experience. The child's game has a social, collaborative character. For example, any child likes to play together with their peers, rather than play alone, and interact with each other in such a game. And it is well known that the child's ability to establish relationships with the external environment is an important factor in his/her development. The game develops various qualities in the child, increases skills and activity.

Since the game is a type of activity, that takes place in a person's life, it has its own motives. Content and role-playing games are of great importance not only in reducing the aggressiveness of the child, but also in the formation of attention, memory, critical thinking, imagination. With the help of the games, the child will be able to observe the ways they can satisfy their qualities and what abilities they have. In most cases, during the game, the child tries to repeat the actions of adults. Content, role-playing and intelligence games require you to play according to a certain rule. Through such games the child not only develops such qualities as ingenuity, observation, attention, but also develops willpower and sensory processes.

In the course of the work, art therapy and sand therapy were used as one of the means of correct-

ing the aggressiveness of primary school children with hearing loss. Art therapy is an advanced tool for preventing and correcting children's aggressiveness, and due to the fact that various types of creativity actively influence the process of becoming a child's personality, it strongly affects his inner emotional anxiety. The purpose of art therapy and sand therapy is to give the child freedom, the opportunity to evaluate their own behavior, and understand their own level of creativity.

Since the world of any child is a world of actions and movements, the psychologist – teacher allows you to enter this world using various methods. The psychologist-teacher is allowed to participate in the emotional life of the child and share the child's difficulties. The child is fully immersed in the process of correction, hence the feelings at this time become sincere, specific, which gives the psychologist a great opportunity to focus on the child's actions, feelings and emotions.

Table 1 – A program for organizing correctional classes in order to reduce the aggressiveness of children with hearing impairments

	№	Goals and objectives	Type of correctional work	Number of hours
Int-rodutory block	1	Introductory lesson. Acquaintance, Organization of control.	Getting to know students with hearing disabilities, creating comfort and warm communication	1
	2	Primary diagnostics, testing. 1. Monitoring method 2. A.Karelin's «Self-Portrait» technique 3. E.Wagner's "hand testing" method 4. Questionnaire for teachers.	Diagnosis of students' levels of aggressiveness, observe students' communication environment, interests and needs;	2
Main unit	3	Determining students' attitude towards the school.	Personal conversation on the topic «school and me».	1
	4	Exercises for the development of fine motor skills, reducing emotional pressure. Art therapy.	To reduce the emotional pressure on children by drawing with their fingers.	1
	5	Group training aimed at developing a sense of tolerance, increasing cohesion among the group.	1. To train by saying compliments; 2. To speak and draw on a topic «our superpower» by group.	1
	6	Sand therapy aimed at reducing emotional pressure, reducing aggressiveness and developing imagination.	Drawing your favorite and unloved characters in the sand, creating situations. Positive resolution of the situation.	1
	7	Eliminate negativism, promote the elimination of indirect aggression, and develop a positive emotional and expressive movement.	1. The Game» Scouts». 2. Gymnastics. 3. The game «friendly family». 4. Exercise "free time".	1
	8	Psychological games aimed at increasing self-esteem, developing self-confidence.	1. the game «compliment». 2. Gymnastics. 3. Etude «meeting a friend».	1
	9	Upbringing ability to observe, reducing anxiety, correction of aggressive and feverish behavior	Brief information about aggressiveness and its consequences. Give recommendations and perform exercises to reduce aggressiveness.	1
	10	Playing the role of a positive character, increasing artistic abilities. To teach how to break ice in communication with people and share your opinion.	1. Exercise: «Smile». 2. The game: «who laughs funny». 3. «Collective Image» 4. Relaxation.	1
	11	Exercise-games to increase motivation to learn.	1. Mirror game. 2. gymnastics with cheerful people. 3. To discuss the topic «My purpose is to study at school»	1
Final block	12	Personal conversation with parents. Make recommendations.	Acquaintance with the principles of raising children with hearing disabilities.	1
	13	Final diagnostics and testing	Determination of the effectiveness of a program aimed at reducing aggressiveness.	2
	14	Final lesson, reflection.	Summing up the results of teamwork.	1

According to the developed program, during the course of correctional work, we achieved the following results (table 2).

According to the results of the obtained data, there is a high frequency of manifestation of aggressive behavior in real conditions in 3 primary school students. However, according to teachers, number

of children with low aggressiveness is bigger than those with high aggressiveness.

As the table shows, the results of the study showed that 3 children out of 7 had higher indicators in the category of aggression compared to other children. As a percentage, we can say that 42.8% of all children in the group have a high level of aggressive behavior.

Table 2 – Quantitative indicators of the survey of teachers before and after correctional work – N=7)

Indicators of aggressiveness	Before correctional work	After correctional work
At a low level	2	3
At the average level	2	3
In the upper level	3	1

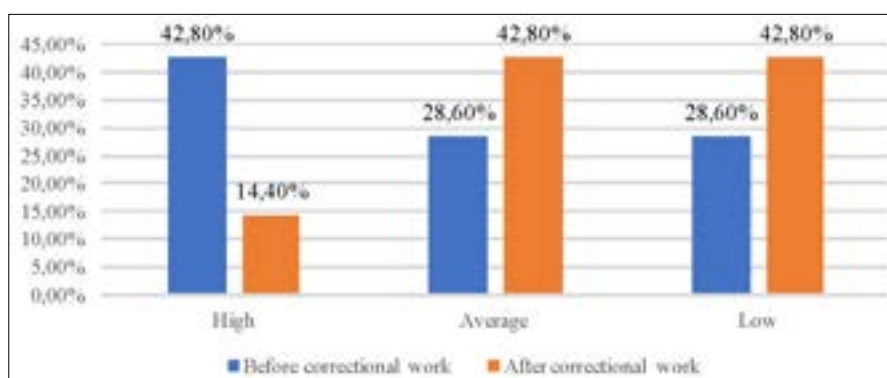


Figure 1 – Percentage indicators of the frequency of aggressive behavior in children

Table 3 – Average indicators of the studied subjects according to of E. Wagner’s “hand test” method (N=7)

Groups	Number of children	Aggression level		
		High	Average	Low
Before correctional work	7	3	2	2
After correctional work	7	2	3	2

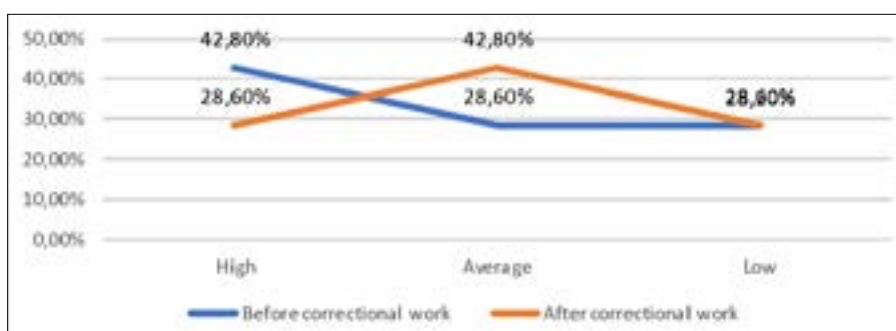
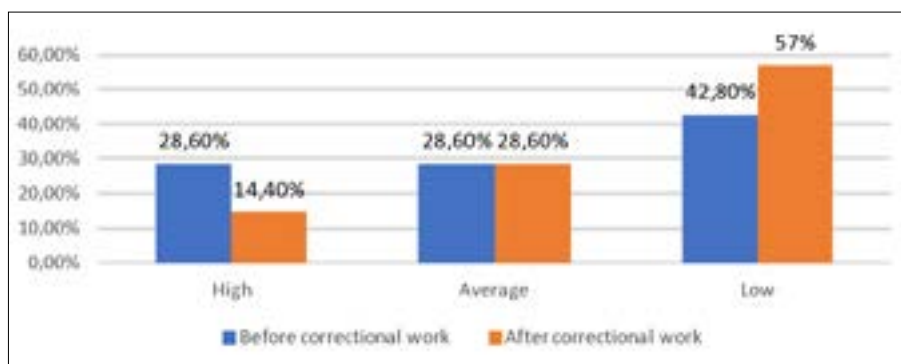


Figure 2 – Percentage indicators of the studied subjects according to the method of «hand testing» by E. Wagner

Table 4 – Average indicators of the study using the “Self-Portrait” method (N=7)

Groups	Number of children	Level of aggressiveness		
		High	Average	Low
Before correctional work	7	2	2	3
After correctional work	7	1	2	4

**Figure 3** – Percentage indicators of researchers using the «Self-Portrait» method

According to the results of the study, the level of aggression was emphasized in 2 people. In terms of the percentage of the group, aggression showed a clear indicator at 28.6%. Therefore, such children clearly express their emotions, verbal and auxiliary physiological types. Verbal aggression is aimed at intimidating and condemning other children. For example, «Yerdaulet is teasing me, «Aisaule didn't pack her things» are similar accusations or words that try to attract the attention of others. In the case of physiological aggression, it is typical for children to harm another child through physiological actions (breaking toys, destroying things, etc.), hence show them strength and feel better than the reaction of other children.

Due to the limited time of the study, the fact that the children were staying in a rehabilitation center only for 24 days, there were several difficulties. However, thanks to our research, I was convinced of the effectiveness of the program. The level of aggressiveness of primary school students depends entirely on the family atmosphere. Many parents show excessive care for their children. For this reason, these children have developed egocentric behavior, excessive self-esteem, and a desire to focus only on themselves. This, in turn, creates difficulties for teachers in the learning process and negatively affects the formation of a mature personality in children.

Children with high aggressiveness, due to hearing disorders, tend to be more introverted. As a result of the correctional work carried out, we were convinced that children's hearing disorders have a large-scale impact on their lives. In many cases children are less motivated, which gives a negative impact. Anyone can overcome any difficulties, only if they have the desire and strong will. This principle also applies to children with hearing disabilities. Despite the level of hearing disorders, those who did not suffer from motivation were able to make significant progress in rehabilitation for a short period of time.

According to students with hearing disorders with low aggressiveness, they have many friends among their classmates. Even in the hospital, it was noted that they are quickly get along with their peers around them and easily communicate. Therefore, it is very important for children to have friendly relations with each other.

Conclusion

In accordance with the legislation of the Republic of Kazakhstan in the field of protection of children's rights, all students have equal rights to receive high-quality education, taking into account the opportunities of students with hearing disabilities and other special educational needs. In this regard,

it is possible to develop the personal potential of students in inclusive classes, solve their problems, carry out correctional, psychological, pedagogical and social support, simplify the educational process, increase effective interaction with the environment, and form a capable person.

Aggressiveness is one of the most common psychological problems in children with hearing loss in inclusive education. By identifying the causes of aggressive behavior of primary school children, studying the state and consequences of the formation of such behavior, it is possible to find the level of aggressiveness of students in due time and develop effective correctional programs. At the same time, we were convinced that the most common technolo-

gies of psychological and pedagogical correction of aggressive behavior of primary school children include art therapy, sand therapy, game therapy, communicative and psycho-gymnastic games, relaxation techniques.

The future of a child depends on the upbringing he received from a very young age. Education at home, in kindergarten, and in school directly affects the child's behavior. Since the psyche is not fully formed in primary school students, there is an opportunity to correct behavior at this stage. If a certain type of behavior is less or higher than the norm in a child, it was and has been our main goal to try to correct it through correctional work and prove its effectiveness.

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