

EDUCATIONAL – PEDAGOGICAL WORK INTERACTION WITH CHILDREN WITH OPPOSITIONAL DEFIANT BEHAVIOR

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Abstract: *In modern social conditions one of the most common concomitant problems seen in the deviant behavior is oppositional defiant behavior, aggression and aggressive actions of people. To a large extent the problem of challenging events associated with the specifics of human life, with systems of relations in which the person involved, as well as the situations in which it is present. The relations parents-children can be based on the mutual love, sincerity, kind-heartedness and understanding, and also on the rudeness, neglecting, antipathy, lack of understanding, scandals and other negative behavior towards the child. These are two diametric opposite type relations. They by radical different way characterized the upbringing-educational environment within the family and create different base for formation and development of the child's character. The inharmonious relations between the adults and the children in the family leaved strong traces on the children mentality. For the children from very young age any trouble, anxiety, and pain create strong traces in the children soul. These negative conditions reflect on the character and the understanding and on the entire shaping of the personality as well.*

Keywords: family, child, , aggression, behavioral model, oppositional defiant behavior

"There is nothing in the intellect which it has not been before in our senses!"
 John Locke

While it violates social norms of behavior, you often use aggression as an opportunity to impose their views, their positions, their views and beliefs. This means that aggressive behavior is applied by the individual when he consciously and deliberately decided to oppose the individual or community of people. *Aggression can be utilized pattern.*

Mastering aggressive behaviors. Psychologists have proven that there is a direct link between watching violence and aggression. Violence began to be perceived as something inevitable and completely natural.

Main sources of behavior are needs, interests, tastes, attitudes. They motivate individuals to action, to activity and behavior in a broad sense is the activity of the individual as a set of internal and external events and acts consciously or unconsciously attributed to themselves or the environment. It is a means to achieve goals and meet the needs. Behavior of violence is established when aggression by adolescent manages to achieve its objectives and when the models offered to follow children (family, television, the Internet or in school) contain aggression. It is dangerous when a child sees everywhere models aggressive behavior as aggression favorite children's action heroes is presented for civil virtue, when they learn to solve their problems with the right fist of the fittest.

We should note that destructiveness and cruelty are not instinctual impulses and tendencies embedded in the whole existence of man. The condition of a person is not determined by birth or natural type factors and is dependent entirely on

social studies, whose improvement is the task of evolution.

Then what's at stake and what disturbs us in the manifestation of *aggressive behavior* in teenagers? The answer to these questions lies in the idea formulated by psychologists that inclination to aggression is a priori woven into the human psyche (K. Lorenz) and that aggressive impulses are dominant motive of human activity (A. Adler). Moreover, it is assumed that violence can be considered an archetype and a real prototype of thinking and agrees that intellect is initially formed as an instrument of aggression. Such reasoning may have occasion to distinguish between constructive and destructive aggression and justify different approaches to stimulate the first to be associated with active personal beginning rights and neutralization or redirection of the second, characterized by causing physical or mental harm or injury to other persons.

Against this back drop stand two important issues relating to the demarcation of the border, after which the positive aspects of aggression degenerate into negative, destructive, and identifying opportunities and ways of cultivation of destructiveness in socially acceptable forms of behavior. In phylogenetic aspect of solving these problems are intertwined with the emergence and roleplay in human life, which is interpreted as a form of transition from spontaneous violence to its imitation in the conditional-game plan.

In this regard it should be noted that even in the game those who are able to communicate only with a demonstration of muscle violence (either physical or verbal) remain isolated and unable to

establish close human relationships. In this sense, one can say that the aggressive behavior, regardless of its cause, is associated with *poor social competence*. This is especially true for children's aggressiveness- the child being aggressive because it has used similar patterns of behavior and notable to resolve conflict situations otherwise.

Polar scale for included observation.

The purpose of the research with this method is by quantity value to be established the frequency and the degree of children's aggressive behavior forms, classed by combination of the following dimensions: verbal-physical; direct-indirect aggression (Table 1).

Table 1. Types of children's aggressive behavior and their specific behavior forms.

	Verbal aggression	Physical aggression
Direct aggression	insult, screaming, bursting, threat	fight, injure, biting, tears, spitting
Indirect aggression	Hostility, envy, lie, negate, taking offence by the aggressive object	theft, breaking, damaging aggressive object's property

Procedure: It is demanded a current children's observation during different moments of their staying in kindergarten.

Summary and aggressive behavior can draw the following conclusions: Aggressive behavior is primarily socio-psychological determined, aggression is socially differentiated quality of personality and behavior used in order to cause harm to people and objects. Aggression is an expression of weakness. It compensates for deficiencies unsolved problems, complexes, concealing fear. Aggressive personality seeks to compensate for lack of love, to give the impression to radiate power to compel others to love and respect, to gain prestige, to feel the appreciation of others even in the form of fear. Aggression is the opposite of love.

Interest in learning and understanding of the phenomena of human aggression and *aggressive behavior* in children provoked primarily by the desire to prevent and control the negative impact and in the process of interpersonal

communication and interaction in diverse social contexts.

Actualy, importance on the problem of *aggressive behavior* is expressed very accurately in the words of S. Freud, 1892, quoted by E. Fromm: "Any impression that the nervous system is difficult to remove through associative or motor response becomes *psychological trauma*" (Fromm, 2003, p. 513).

We will separate special attention to aggressive behavior in pre school because it was one of the most Sensitivity through out life, and because it is then formed the base pattern.

From an early age can find different manifestations of aggression expressed by different means and strength. Trying to protect their possessions, the child may use force and this is called instrumental aggression. Older children, such as 5-6-year-olds can serve with personal oriented aggression or hostile aggression - criticism, insults, ridicule, humiliation, labeling (nicknames). Switching from tool to hostile, personal oriented aggression is associated with the development of the ability to understand the foreign intentions and motives. When the child recognize the behavior of the other striving to injury, it is likely to react aggressively and this aggression will be personality-oriented. Aggressive children see the world as a hostile place. They found in vicarious much more hostility and malice than non-invasive children. Modern research on the problems of aggression imposed notion of aggression as utilized form of behavior in the process of socialization of the child's personality. And also that aggression can speak only when it is conscious intention to cause someone evil, or to humiliate and insult. This determines the examination of aggression as an instinctive manifestation, but as a form of behavior that the child acquires in the course of their individual lives.

With the increase of the intellectual development of the child acts of aggression cover his increasingly wide range of activities and relationships. 4-5-year-old child may become violent because of disregard of his personality, consciously reinforces aggressive events to obey the elder of his desires. Reasons for acts of aggression can also be child's desire to attract attention, to emphasize their superiority, humiliate others. Child's desire to be a leader in a particular activity or desire to get a toy or object can also give rise to aggressive behavior.

Among adolescents one of the most common causes of aggressive behavior is a cruel succumbing, their desire to separate from adults. In different ages aggressive behavior and forms of aggressive behavior are some what different and

are expressed in-physical, verbal, personal, interpersonal, accidental, and intentional. Opposition to a higher age is also a kind of aggression and destruction of property.

Here we can look for the role of the family, because as D. Stoyanova says: "Any family made individual educational system, the core of which stand certain value orientations. Located in a particular educational environment, the child from an early age began to shape perceptions of what his behavior enjoys or adults grieve" (Stoyanova, 2013, p. 55).

The family is the most important factor for the development of the child. The art of education in the family is manifested in the ability of parents to find their children, themselves, in their ability to understand them. It does not tolerate templates, repeatability, as children themselves by their nature are unique. Each child has their individual capabilities and features that nurture it is necessary to comply. Moreover family as biosocial unity is an essential element of the social organism, a particular social community, the smallest social - psychological group. It is a complex structural entity, socio - home base of society, personal and social value, an important socio-cultural community, functioning as primary socializing environment and primary educational factor.

I cannot agree with the words of Erich Fromm, comparing the seed with soil and child with family and care giving unready for germination, growing, etc.: "As you know every farmer or gardener, seed needs for its own germination and growth of the plant - a degree of moisture and heat and soil. If these conditions are not met, the seed will rot and die in the soil, the plant will be stillborn. If the conditions are optimal, the fruit tree will grow to their best opportunities and give fruit that is as perfect as it can be born this tree. If the conditions are not optimal, the tree and its fruit will be flawed or mutilated" (Fromm, 2003, p. 287). The family has a specific and unique model of domestic family life, combining the relationship between parents, between parents and children, between brothers and sisters. The family atmosphere is influenced by the degree of mutual agreement on vital issues of decision-making in everyday life, the stability of sympathy and affection of mutual trust and respect, attention and care, as well as a sense of protection and security. Psychological climate in the family depends on the personality characteristics of family members, especially parents.

During this period of life from a completely helpless and underdeveloped being gradually formed child, which absorb almost all forms of human behavior, learns, to serve with others things, to communicate with others, to perceive the world and to think on its phenomena, absorb

knowledge, skills for orientation in the environment. The parent form all examples of behaviors, words, experiences, attitudes. Parental behavior, whether *caregiver* or *ignored*, is perceived as a fixed pattern and sealed without modification of the child (*this process is known as imprinting in biologically innate internal model for attachment*). When the child grows up, in adulthood, the stored behavioral effects are transferred without change in internal working model of care. Memories parents can recover and explain some relationship with their parents who are transferred from generations.

In clarifying the nature of behavior should not overlook the *factors of environment* - models that the child perceives in the immediate contact with the environment - family, cultural and social. The relationship of the child with the parents, as was said here, affect learning and aggressive behavior. Children model actions and reactions following the example of the adults around them, observe and imitate the way others perceive their feelings of anger and frustration. One of the "classics" in the study of child aggression, Albert Bandura, found by experiment that children who watch violent behavior demonstrated by an adult are more likely to behave aggressively towards their friends and toys compared with children not observed aggressive behaviors.

The aggressiveness of the child is formed when it notices that his own or another family member behavior earns advantage over "enemy". Since aggression aimed at achieving superiority, usually causes a strong reaction from the enemy leads to aggressive behavior in the family and create the right conditions for promoting the child of the view that aggression is an appropriate form to overcome the difficulties. It is very important for parents to open their minds to the overall responsibility of the fate of his generation, equal concern and mutual responsiveness contribute to overcoming the conflict situations in the family. Not only education, in general all questions in the organization of family life must be resolved with the interests and needs for proper physical development and full mental formation of the child.

In a bad situation or conflict person (child or student) must learn properly and adequately or react. In this connection D. Alipieva wrote: "It is important for the development or conflict resolution is the subject's own behavior. Mainly distinguish three types of behavior during conflict situations: *aggressive, passive and assertive*.

Passive behavior is timid, there is fear in entering collisions only devaluation and the opinion that we do not depend on anything and we can not deal with the problem. So often the responsibility transmitted to others or directly avoided by the conflict situation.

Aggressive behavior is guided by real pleasure in clash antisocial and energy directed at the other. The person is actively seeking occasions for conflict and trying to impose its power position.

Assertive behavior, which is the goal of educators, is the basis for the successful resolution of conflict without escape from the battlefield or injury to others. In it the person is confident, with upbeat vibrant setting, well aware of the strengths and weaknesses features, therefore always ready to revise their own perceptions and behavior"(Alipieva, 2014, p. 103).

Family relations are factor for the child development in the social life. That is why it is possible the family relations to form an adequate consciousness and adaptability to the changeable way of life, or the child will experience a subjective psychically discomfort all the time

which is accompanied by constant depression and sense of underprivileged. Family relations define the way the child will later adopt the world around and inwardly as well. The relations between the parents, either biological or psychological, trace the basic models of child's behavior and draw the current and the future interactions and association with the family background and the surrounding world.

Education and training work with children with oppositional-defiant behavior is difficult, it requires systematic, consistent and methodical by the family and by teachers.

Therefore, emotional, spiritual, and material well-being to action (comfort) of the child in the family functions as a foundation and a basic condition for the absence of aggressive behavior in children of preschoolage.

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