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Organization of a system of psychological profiling and correction of suicidal behavior of adolescents

Talant Boleyev*

International Taraz Innovative Institute
080000, 69B Zheltoksan Str., Taraz, Republic of Kazakhstan

Gulmira Topanova

Kazakh National Women's Teacher Training University
050000, 99 Aйтеке би Str., Almaty, Republic of Kazakhstan

Sholpan Turdaliyeva

M.Kh. Dulaty Taraz Regional University
080012, 7 Suleymenov Str., Taraz, Republic of Kazakhstan

Julduz Uskenbayeva

International Taraz Innovative Institute
080000, 69B Zheltoksan Str., Taraz, Republic of Kazakhstan

Dinara Zharkinbayeva

Akhmet Yassawi International Kazakh-Turkish University
161200, 29 B. Sattarkhanov Ave., Turkestan, Republic of Kazakhstan

Abstract

Relevance. Over the past decade, the number of children who are characterized by suicidal behavior has increased dramatically. This factor is caused by various reasons, which can be both external and internal. At the same time, the number of such reasons is only growing, which, in turn, determines the relevance of this study.

Purpose. The purpose of the work was to establish the features of the implementation of psychological profiling and correctional work with adolescents in the context of preventing them from committing suicide.

Methodology. The study used the method of analysis and synthesis, comparison, deduction, modeling, testing.

Results. As a result, it was found that the effective organization of psychological profiling among students should be based on an integrated approach, namely, a system of methods, forms and tools designed to identify and prevent suicidal tendencies among young people. In addition, it has been proven that the above system should include the education of parents regarding possible psycho-emotional problems among children, teachers and students.

Conclusions. Attention was paid to bullying, in particular, in the school environment, attention was focused on tools for combating it, among which it is worth noting the observation of students, the control and analysis of their behavior, the conduct of timely psychological consultations. In addition, the factors that influence the deformation of the psycho-emotional state in adolescents were studied, which as a result provokes the appearance of suicidal behavior. Given this, it was noted that the results of this study can be used by the above categories of persons for their own development, as

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*Corresponding author



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well as for the development of special methodological materials regarding psychological work with students in educational institutions.

Keywords: suicide; social teacher; pupils; bullying; depression.

Introduction

In 2021, 105 cases of suicide among teenagers were recorded in Kazakhstan, another 200 people tried to commit suicide [1]. Such indicators indicate that psychological problems among adolescents are only developing and provoking the formation of full-fledged suicidal tendencies in society. In addition to it, with the development of social relations, in particular digitalization, the number of ways to disseminate such directions among school-age people is growing, for example, through social networks, web portals and video materials. All this testifies to the relevance of this study in Kazakhstan, as well as the severity of the problem that requires an immediate solution [2]. The problem of this study is revealed in the description of the mechanisms of psychological profiling and correction of the behavior of schoolchildren (teenagers) with suicidal tendencies (intentions). The lack of a clear distribution of powers and areas of activity between such specialists as a psychologist, teacher, social pedagogue, and doctor testifies to its unresolved nature. The problem lies in the absence of methods and systems, due to which the above categories of persons could carry out joint psychological work with children whose behavior has suicidal directions (trends) [3].

It should be noted that a number of scientists of pedagogical direction have been and continue to study this issue as well as doctors, psychologists, sociologists. S. Nurkhodjaev et al. [4] identified the most common factors causing suicidal behavior in case of school-age children. They classified them into subjective and objective, and also described the means of dealing with each of them. In turn, N. Bhullar et al. [5] established the theoretical foundations, namely, considered the essence of the implementation of psychological profiling, as well as the approaches through which this is possible. His research uncovered the basics for working effectively with individuals who express suicidal thoughts. Attention was also drawn to the ideas of J. Mahon et al. [6], regarding the introduction of mandatory advanced training for teachers in order to master the basic psychological techniques for detecting suicidal behavior among schoolchildren.

In addition, she noted the need for timely response and work with such students, which is possible only if the teacher has special training and skills. It is necessary to note the conclusions of S.M. Gaybulloyevna and K.M. Farkhodovna [7], which she came to in her research, studying ways to correct suicidal behavior of school-age people. She proved the need to carry out such activities systematically, as well as by all groups of people who most often contact the child, in particular, parents and teachers. She found that at the moment the priority is to correct behavior through modernized tools, in particular gadgets, to increase the interest and interest of the teenager in it. Radical ideas X. Hu [8], which expresses a position on the maximum restriction and control of the activities of children. She claims that only in this way can suicidal manifestations be detected in a timely manner, emphasizes the need to conduct systematic psychological surveys in

secondary schools in order to identify suicidal tendencies among schoolchildren.

Given the foregoing, it was found that the purpose of the work is to analyze modern methods of psychological profiling and correction designed to identify and suppress suicidal manifestations in the behavior of school-age children (adolescents).

For this purpose, a number of tasks were performed in the study, namely: the content of the concepts “system of psychological profiling” and “correction of behavior” was described; the general features in which the formation of the psychological and emotional state of schoolchildren takes place are characterized; factors that can adversely affect them are established; priority measures and tools are considered, on the basis of which it is possible to work with children in order to avoid the formation of suicidal behavior in them.

Materials and Methods

For an in-depth consideration of each of the elements of the issue under study, the analysis method was used. At his expense, the essence of the concept of “system of psychological profiling”, as well as “correction of behavior” was established. This approach made it possible not only to reveal their meaning, but also to establish properties and features that must be taken into account when implementing them. Synthesis method united separate concepts into a single whole, which made it possible to form an object of study. In addition, on its basis, the characteristic features of suicidal behavior among adolescents, namely students of secondary schools, were identified. Also, the analysis method made it possible to analyze the main legislative acts relating to bullying, which is one of the most common causes of suicide among school-age children. The provisions of Law of the Republic of Kazakhstan No. 118-VII “On the introduction of amendments and additions to certain legislative acts of the Republic of Kazakhstan on the protection of the rights of the child, education, information and informatization” [9] and Law of the Republic of Kazakhstan No. 345-II “On the Rights of the Child in the Republic of Kazakhstan” [10] were studied.

The comparison method made it possible to compare different approaches and tools on the basis of which psychological profiling and correction of personality behavior can take place. This method made it possible to characterize the most priority of them, taking into account all the features characteristic of adolescents. In addition to it, due to the comparison method, it was possible to describe the factors influencing the emergence of suicidal tendencies in the behavior of students. It made it possible to focus attention on specific means not only for correction, but also for the prevention of the emergence of suicidal tendencies among individuals in the school environment. The method of deduction was responsible in the work for the formation of its logical structure. At his expense, the entire work process was divided into several stages, the results of which complemented each other. In addition to

it, the deduction method determined the order of presentation of the studied material, namely, in the direction from the general to the specific. In the work, this was reflected in the fact that at the beginning the theoretical foundations concerning the object of study, in particular its meaning and properties, were considered. Further, these results were concretized, namely, the characteristic features of the psycho-emotional state of adolescents, as well as possible factors that could influence it, were taken into account.

The simulation method was also used in the work. This is due to the fact that the authors independently developed and proposed a classification of factors that may be the source of suicidal behavior in adolescents. Given this, he designed an algorithm for identifying the causes of manifestations of suicidal behavior among adolescents at school age. In addition, methods and approaches to the implementation of corrective and preventive work in order to prevent suicide among children were classified. They were based on theoretical material, which was disclosed by the authors in the work. During the study, an experiment was conducted, which consisted in testing. It formed the basis of the work of a psychologist with a group of 50 teenagers, aged 7 (12) to 18 years old, studying in secondary schools in Kazakhstan. The specialist used a test to detect suicidal intentions.

As noted, the study was divided into three stages. The first one establishes the meaning of the expressions "systems of psychological profiling", as well as "correction of behavior". In addition, the features of the psychological state of persons in adolescence are described. At the second stage, modern social conditions were characterized, factors influencing the emergence of suicidal tendencies in the behavior of adolescents were established. Also at this stage, effective methods of psychological profiling and correction were identified, which can be used by both teachers and parents to work with children. At the third stage, a discussion was held, in particular, the positions of other authors on the issue under study were considered. In addition, conclusions were drawn at this stage.

Results

To conduct a qualitative analysis of the means of psychological profiling and correction of the behavior of adolescents with suicidal features, their content was characterized in the work. The process of psychological profiling involves the formation of a psychological portrait of a person, taking into account all its features, expressed in behavior and actions. Characterizing this concept, it was found that it includes various kinds of psychological systems and methods that can be used to describe and model the behavior of a person in various conditions, including the presence of stimuli. Profiling is based on an analysis carried out by a specialist, and involves the determination of informative properties, changes in appearance, as well as the actions of the person in respect of whom it is carried out [11]. Another element related to the object of this study is behavior modification. Its essence is revealed in a system of interrelated actions performed by a specialist in order to eliminate existing problems and deviations, which are clearly reflected during the activity of the individual. With regard to children, it is

important to implement a positive correction, the main feature of which is the achievement of the desired result, and not punishment. Thus, successful correction involves psycho-emotional changes that should be reflected in the actions and behavior of the individual [12].

Further in the study, an analysis of suicidal behavior and its characteristic features was carried out. Suicidal behavior is expressed not only by thoughts about the implementation of suicidal activity, but also by direct statements or even direct attempts to commit suicide [13-15]. It should be noted that in order to effectively combat suicidal behavior, it is necessary to clearly understand what factors influence its occurrence. This is due to the fact that they are the source of the problem, respectively, giving them special attention will control and stop the spread of suicidal tendencies in society [16]. Given this, the authors propose own classification of factors provoking suicide, directly among adolescents. Among them the social, biological and psychological ones were identified. The first category consists of the characteristics of the individual's interaction with society, including other adolescents, family and strangers. It is expressed in the absence of social relations, which as a result form a conflict between a teenager and society. The next factor in the formation of suicidal mood is the presence of physiological disorders in the case of a student or other biological factors that provoke a feeling of loneliness for him, as well as alienation. They can be caused by both hereditary diseases and injuries that have affected the appearance of the child and provoke a negative attitude from others. Psychological factors were also described, the essence of which is revealed in the characteristics of the psycho-emotional state of a teenager, including his values and views, beliefs regarding the value and meaning of life, which can be deformed. They are expressed in the differences in his behavior, as well as the expression of emotions in society, which results in provoking the appearance of psychological trauma in his mind.

The authors' proposed classification of factors in the formation of suicidal behavior in case of adolescents characterizes only in general the directions influencing the emergence and development of such moods in them. For a more specific study of such areas, the authors proposed his own algorithm for profiling adolescents, namely, establishing the causes of their suicidal behavior. Accordingly, at the first stage of the developed algorithm, the authors consider it necessary to study the external conditions that affect the consciousness of a teenager. Thus, it is required to analyze the psycho-emotional atmosphere in the family circle, study his personal file, highlight the features of the environment with which the student is in close contact. During this process, it is necessary to take into account the approaches on the basis of which parents or guardians bring up a teenager, their attitude towards him, as well as the relationship between the parents themselves. It is talking about disputes, divorce or the loss of one of the parents, which can negatively affect the psycho-emotional state of the child. In addition to it, special attention should be paid to the teenager's friends, in particular, if they have bad habits, manifestations of suicidal behavior, cruelty. A qualitative analysis of the above categories of persons and spheres of

a student's life will make it possible to identify irritants that negatively affect his worldview.

At the second stage, the authors propose to observe the actions and deeds of a teenager, which express his internal state. In this context, attention should be focused on the state of both mental and physical health of the child. This stage should be implemented given the results of the previous one. This is because in this way it is possible to establish a connection between external stimuli and the student's behavior. That is why it is necessary to take into account in this stage the conflicts in which the child is involved, as well as his role in them, the manifestation of cruelty to others or vice versa, solitude and alienation. It is also required to pay attention to the emotions that a teenager expresses, namely, such as fear, discontent, despair, despondency. Furthermore, it is important to analyze the features of interpersonal interaction, a teenager on the one hand, and other schoolchildren and teachers on the other.

Thus, the description of the relationship between them should take place according to the system "student-student", as well as "student-teacher". When implementing this stage, a specialist should take into account such features as: rejection, bullying, humiliation, lack of like-minded people, negative results in educational activities. In this case, special attention should be paid to the manifestations of bullying, which is the aggressive behavior of a group of adolescents in relation to one of them, which is necessarily accompanied by the implementation of physical or psychological impact, because it can extremely affect the psycho-emotional state of a teenager and influence the further formation of suicidal intentions in his case. They can be expressed in psychological impact, harassment, intimidation, bullying, as well as physical, destruction or damage to the personal belongings of the child, beating. Of course, this list is not exhaustive, since the concept of bullying is only developing and covers a wider range of relationships, in particular, there may be other types. For example, sexy (dressing room shoots), economical (theft), cyberbullying (humiliation in social networks).

The authors noted that the Law of the Republic of Kazakhstan No. 118-VII "On the introduction of amendments and additions to certain legislative acts of the Republic of Kazakhstan on the protection of the rights of the child, education, information and informatization" [9] was developed and introduced in Kazakhstan recently, exactly on May 3, 2022 for fight with such form of aggression of teenagers regarding each other. It resulted in changes in Law of the Republic of Kazakhstan No. 345-II "On the Rights of the Child in the Republic of Kazakhstan" [10], and exactly in context of enclosure of article 1 subparagraph 4-1. Thus, the concept of "bullying" was defined at the legislative level, and its main properties were also characterized.

At the third stage, which completes the process of establishing the causes of suicidal behavior in a teenager, there is the definition of maladaptive subjective properties. The authors give examples of such qualities, among which a sharp slowdown in emotional development should be noted; insufficient level of formation of communication skills; loss of the meaning of life due to inadequate assessment of one's own desires and capabilities. In real

life, they manifest themselves in the child's egocentrism, paranoia, pessimism, and depression. The root causes of them are, perhaps, the influence of external factors that were described at the first stage. In addition to it, the adolescents react in quite a vulnerable way to the loss of family members or close friends, which causes them a panic fear of loneliness [17; 18].

Given using a psychologist a test used by a psychologist to identify suicidal intentions, it was found that they are typical for 10% of students. Further, the profiling algorithm developed by the authors was applied to the same group of adolescents. With observance of all the necessary stages, the specialist found that 20% of children express suicidal behavior. This indicates that the proposed algorithm makes it possible analyze to more qualitatively the psycho-emotional state of school-age persons, which, in turn, will contribute to more rapid detection of suicidal tendencies among them.

Given the analysis, it should be noted that the characteristic psychosocial factors in the formation of suicidal behavior in the studied age group are negative family relationships, stressful life events, social conflicts, traumatic stress, the negative impact of various youth trends and the media. In addition, the profile of such suicides was characterized by a lack of high-quality self-realization and social security. Taking into account such features, at the first stage of the profiling algorithm, the authors determined the presence of specific external stimuli in each child. Thus, the number of respondents for whom negative family relationships are characteristic, the number of schoolchildren exposed to negative tendencies, as well as those with a tendency to alcoholism and other bad habits, was established. It was possible to study this through the study of personal and medical records of adolescents. Further, a relationship was established between the presence of external factors of each adolescent (characterized by the above features) and his behavior. For this purpose, a survey of schoolchildren was used relative to each other, as well as the features of expressing their interests in the team. As a result, it was possible to identify the most active and passive among them, as well as to reveal the methods of communication that they use. This made it possible to determine the role of a teenager in the school environment and the expression of deformed psychological aspects in his behavior. At the last stage of profiling, a dialogue was held with each suicidal person, so that the specialist personally analyzed their character traits, as well as the features of expressing views and beliefs. Due to this, it was possible to complete the profiling of each student from the surveyed group, as well as to determine the specific reason for the appearance of suicidal behavior in him, the ways of its manifestation, as well as approaches to work with it.

The work examined the psychological profiles of suicides, including adolescents, related to epileptoids, emotionally labile and hysteroids. As for the first category of persons, they include schoolchildren who show high success in the educational process and active interaction with others. The impression of their suicidal behavior is revealed in demonstrative desires aimed at harming the offender or frightening someone. However, under conditions of strong affectation, such suicidal manifestations can go from a demonstrative form to

realization, which in turn provokes tragic consequences. As a rule, they are expressed in cuts, self-damaging by burning objects, when the child is left alone and strains aggression on himself. The work with such children was based on a personal interview with a specialist, so that the latter could determine the priority reason for such types of behavior. In addition to it, the work was carried out with the parents of children in order to identify additional external stimuli that could affect the psycho-emotional state of the student.

The next type of the psychological profile of adolescents was emotionally labile. To a greater extent, it is based on the mood of the child, which is extremely dynamic. At the same time, it is influenced quite often by actions that are formed as a result of the interaction of the student with society. To profile this type of suicide, a survey aimed at determining their vulnerable sides was conducted, these sides are deformed depending on the effect of external conditions on them. This approach made it possible to determine the sources of suicidal behavior in case of a child, in particular, whether they are formed from his personal views or imposed by society. The most characteristic feature for school-aged children was the loss of social ties and contacts caused by the loss of relatives or friends.

Also, such a psychological profile of suicides as hysteria was analyzed. The worldview and position of such a child in society completely depend on his authority and place in it. It is this factor that is the basis that should be laid in the profiling of this type of schoolchildren. This is explained by the fact that the analysis of the psycho-emotional state of a teenager should be based on the study of a number of aspects that make it possible to establish the characteristics of his suicidal behavior. Thus, profiling should be carried out in order to establish where the suicidal demonstration takes place, what result awaits the child, to whom it is addressed. Thus, it will be possible to determine whose lost attention the child is trying to return or to whom he is trying to restore his authority. To do this, it is necessary to work with both the suicidal person and the environment in order to fully characterize the features of his social connections, as well as interactions with peers. That is why the profiling of this type of children should take place on the basis of the joint work of schoolchildren, during which the specialist will be able to determine the roles and place of each of them in the school environment, as well as to investigate the likely suicidal demonstrations in a certain circle of people.

Turning to the analysis of the correction of the behavior of adolescents, characterized by suicidal tendencies, the attention was focused on their principles. Thus, successful psychological work with adolescents should be based on the principles of a personal approach to the student; humanistic orientation; consistency; active position of the child; collegiality, as well as dialogue interaction. The listed elements make it possible to make positive changes in the psycho-emotional state of the child, since they do not provide for the rigid influence and domination of a specialist over him. In addition, based on the described principles, a teenager should actively participate in the correction process, in particular, be its core [19; 20]. The authors independently classified the techniques on the basis of which it is possible to carry out preventive and

corrective activities. He considered diagnostic, developmental, organizational and informational means to identify and combat suicidal behavior in case of school-age children.

In particular, diagnostic ones consist of the active involvement of a number of interrelated pedagogical and psychological screening methods, with the help of which it is possible to quickly identify schoolchildren with manifestations of a suicidal mood [21]. For example, conducting specially prepared surveys, as well as monitoring and psychological profiling of children. In turn, developing and corrective approaches are expressed in holding webinars that will contain information about personal growth required to improve the communicative competence (skills) of children (adolescents) with suicidal behavior for their socialization. As a result, they will be able to socialize by meeting new people as well as making friends. These activities will allow the child to feel comfortable in the circle of peers and contact with them during joint activities. For example, holding a week of psychological health, involving schoolchildren in joint activities, through games [22]. Organizational techniques include attracting a large number of adolescents in order to work with a specialist with them [23]. This can be implemented in the form of providing pedagogical advice in the "question-answer" format, holding round tables, organizing extra-curricular activities with the involvement of a specialist. With the help of such measures, it is possible to increase the level of adolescents' trust in a specialist, as well as to influence their worldview [24]. In this context, it is implied that they receive new knowledge on certain social phenomena that can be sources of suicidal behavior. Another type of event is informational, which is very relevant in the context of digitalization. They can be expressed not only in the formation of printed booklets, but also in the form of modernized digital platforms with a bright interface that would be interesting for schoolchildren and could influence their consciousness to suppress (level) suicidal tendencies. According to the authors, this type of means can allow the child to independently learn more information about the possible consequences of suicidal behavior and approaches to combating it, which is an advantage, since people at this age are quite often embarrassed to share their experiences and seek help from a specialist [25].

In addition to it, the work analyzed the levels of preventive measures, namely general, primary, secondary, tertiary, developed by the Georgia Tech Advisory Center and the Department of Student Life called the Tech Ends Suicide Together, they are appropriate to use depending on the characteristics of the subjects of such a process [26]. Accordingly, the first one is to create conditions for successful social adaptation of adolescents. In this context, it is planned to organize events aimed at creating a favorable psychological microclimate in the school, which will allow students to feel care and comfort. At the same time, it is important to involve the parents of teenagers so that such activities contribute to the development of ties and trust within the family. In turn, the primary prevention should be applied to individuals exhibiting suicidal behavior. In this case, it is advisable to use patho-characteristic questionnaires developed on the basis of Bekhterev Psychoneurological Institute, the essence of

which is revealed in the study of types of psychopathy and acceptance of character in case of adolescents, identifying their personality traits, for example, psychological addiction to drugs [27]. Questionnaires for suicide risk are also effective. Their significance is revealed in preventing children from committing suicide by providing them with answers to 29 special questions [28]. In addition, the frustration reaction test developed by Rosenzweig can be used. Its essence is revealed in the diagnosis of the characteristic features of the child's behavior in situations of frustration. As a result, it makes it possible to identify individual approaches for solving psychological problems and overcoming suicidal tendencies in a child [29]. Furthermore, it is important to provide children with the opportunity to determine independently the anxiety level scale. Quite effective approaches are the method of incomplete sentences, which should be applied to persons who can sometimes express suicidal behavior (thoughts) [30].

The secondary correction is applied to adolescents who express directly intentions to commit suicide. In this case, it is appropriate to use autogenic training, as well as psychotherapeutic exercises, in order to reduce the tension of the child's emotional state and focus his attention on other activities that interest them [31; 32]. The tertiary prevention should be applied to individuals who have attempted suicide. In this context, it is advisable to introduce measures to deal with the negative consequences that a teenager suffered due to suicidal behavior, which is necessary to reduce the likelihood of committing parasuicide, which is expressed in harming one's own body and health, but without the intent of death, but to achieve a social effect. In particular, not only a teenager should be subjected to corrective influence, but also his parents, in order to strengthen relations between them, as well as to prevent further suicidal manifestations [33]. Also, such persons should perform psychophysical exercises in order to rehabilitate their psycho-emotional state, as well as help him in further self-realization. Also, it is possible to use phytotherapy, since it has a milder effect on the body, unlike pharmacological agents, and also helps to reduce anxiety and irritability of the adolescent's internal state [34; 35]. Thus, the study made it possible to establish that approaches to organize a system of psychological profiling and correction of adolescents' suicidal behavior should be chosen solely on the basis of his individual characteristics. Accordingly, it was noted that successful psychological work with a child is possible only if a real problem is identified that has affected his consciousness and behavior.

Discussion

S. Singh et al. [36] investigated the issues of the emergence and manifestation of suicidal behavior in case of children of school age. The object of her scientific work is special because it reveals the relationship between weight control in case of adolescents and suicidal attempts. Accordingly, it has been proven that a manifestation of suicidal intentions, especially among adolescent girls, is quite often the extreme weight control. Usually, this approach does not indicate their desire to monitor the physical shape of their body, but social deviation, as well as the presence of eating disorders in a child. As a result, her psycho-emotional state is irritated, which provokes the emergence and

development of her psycho-emotional trauma. In this case, the authors propose to use special screening models, on the basis of which it is possible to analyze the participants in the experimental group, namely adolescents, for the presence of eating disorders in their behavior and actions and the desire to commit suicide.

It is worth also paying attention to the results obtained in the work of Y. Hou et al. [37] results, since they relate to the description of psychological and pedagogical technologies, the purpose of which is the implementation of preventive work with parents. He argues that such an approach should be based on active learning methods. In this context, it means trainings and conferences aimed at the independent development of priority constructive strategies for parents to work with their adolescent children [38; 39]. In addition, the researcher notes that such work has extremely positive results, since it allows fighting children's suicidal behavior, and also contributes to the development of relationships and trust in the family circle. Thus, it is expected that the systematic preventive work of psychologists and teachers with parents will allow them to develop such important traits in their schoolchildren as stress resistance, a desire to live, as well as psycho-emotional balance. Furthermore, he notes that the fact that parents have the skills of psychological practices will allow them to respond timely and efficiently to possible manifestations of suicidal desires and intentions in their children.

R.S. Banstola et al. [40] share the similar opinion, as they also explore the features of preventive and corrective work with parents and adolescents. They note that external factors play a special role in this process, namely the age of the child, the characteristics of his psychological development, the presence of problems in the family. To identify and study them, the researcher suggests using a questionnaire method that covers not only the suicidal behavior of the child, but also the actions of parents in this regard. In particular, this approach continues to describe the environment and psychological climate, in which the child systematically finds himself. In addition, the survey allows revealing the features in the relationship between parents and adolescents, by analyzing the methods of education, as well as communication within a particular family. As a result, the psychologist can determine the main sources that provoke irritation of the child's psycho-emotional state, and also influence the appearance of suicidal intentions in him [41]. In this case, he gets the opportunity to determine the necessary directions for corrective work, which should be applied to the teenager and the separated parents. During this process, it is quite important to receive feedback, not only from patients, but also from a specialist, regarding the success of their actions and changes in their psycho-emotional state [42].

An in-depth analysis of psychological profiling was carried out by T.K. Bolev et al. [43]. In this study, authors noted that this process has a number of features that cause its complexity. To a greater extent, they are caused by the need to take into account a wide range of parameters and principles. Thus, authors argue that the profiling and correction of the behavior of a teenager who reveals suicidal tendencies in his behavior should be implemented in compliance with pedagogical ethics and tact. In addition, the researchers note the requirement for a specialist, which

consists in the presence of competence regarding the psychological characteristics of a certain age group of people. In this context, the presence of skills in psychopathology, individual pedagogical methods, and therapeutic child psychotherapy is assumed. The authors also draw attention to the fact that the preventive psychological work of a specialist with a child should, in conclusion, form and consolidate in the mind of the last category “the value of human life”, as well as the “meaning of life”. Given this, authors believe that the correction aims not only to destroy suicidal behavior in a teenager, but also to instill in him love and a desire to live.

B.K. Baydjanov [44], establishes in his work the features of training teachers to identify and work with children with suicidal behavior. Accordingly, he proposes to conduct systematic trainings several times a year, so that the competence of teachers would meet the challenges of our time. The main goal of such events is to develop opportunities for teachers and newcomers to prevent the loss of life values by schoolchildren. In addition to it, trainings should provide for the mastery of psychological methods and practices by teachers, which are advisable to use after identifying children who demonstrate suicidal tendencies [45; 46]. This may be due to their study of the specifics of suicidal manifestations of behavior; mastering the characteristic features of such behavior among school-age children; acquisition of skills for independent development and planning of measures to prevent suicidal tendencies in the school environment. At the same time, it is relevant that the teacher informs the psychologist, as well as parents, about possible psychological problems in their child in time [47-49]. In particular, the researcher argues that the acquisition of special knowledge and skills by teachers will reduce the number of mass suicidal cases among schoolchildren.

Q. Bai et al. [50] paid special attention to cyberbullying as a reason for the formation of suicidal behavior among adolescents. She noted that this source of influence on the psycho-emotional state of the child is one of the most common. This is due to the digitalization of all spheres of life, as well as a sharp increase in the role of social networks and web platforms [51]. The category of teenagers is especially vulnerable, since they are the most frequent users of the Internet. Accordingly, on their social pages, schoolchildren often publish materials of a different nature, as well as confidential information. As a result, these resources may be used by other teenagers for bullying, physical or sexual abuse [52]. That is why she emphasizes the need to develop special separate psychological methods for working with children who have suffered from cyberbullying. She believes that if such cases are ignored, the number of suicides among teenagers will only increase. Moreover, the researcher notes the need to introduce special tools for monitoring in social networks according to messages from minors in order to respond in time to possible manifestations of bullying, as well as suicidal intentions.

The discussion conducted allows us to confirm that suicidal behavior in adolescents in general education schools is an acute modern problem. Accordingly, it has been proven that successful, and most importantly, timely socio-pedagogical and psychological work can support children with suicidal tendencies. Moreover, as a result of

these processes, the negative aspects that irritate the psycho-emotional state of the student are overcome. In this context, it is talking about such personal properties as a feeling of unfulfillment, loneliness, detachment, emptiness. In addition to it, it is relevant to understand that the result of corrective work should be characterized by the development and consolidation of a new life goal and strategy in the mind of a teenager. Also, successful psychological work should be reflected in the value of life for the child, in particular, his worldview. Based on this, it was noted that socio-pedagogical work, which should concern both profiling and correction of the behavior of the individual, helps to restore its internal psychological state, find life harmony and adapt to the environment and society.

Conclusions

The presence of cases of manifestations of suicidal behavior (pronounced dynamics of suicidal growth) in case of adolescents in Kazakhstan has necessitated the revision and analysis of psychological methods and tools that can be used to profile and correct the behavior of schoolchildren, characterized by suicidal intentions. However, it was substantiated in the work that the success and effectiveness of the above processes depend on the identification of the source, which provoked the formation of suicidal thoughts and desires in case of the child. Given this, the authors independently investigated and proposed a special algorithm for psychological analysis of the personality of a teenager, consisting of three stages, with the help of which it is possible to determine the specific cause of the formation of suicidal behavior in case of a selected student. Accordingly, the observance of such an algorithm makes it possible to qualitatively reveal and take into account both external and internal factors that may affect a particular teenager, namely his psycho-emotional state.

In addition to it, the authors managed to classify corrective measures that can be successfully applied to schoolchildren of all ages. This distribution was based on the nature of the interaction between the specialist and the child. Accordingly, examples of diagnostic, developmental, organizational and information activities were described and given. Basing on this, it was possible to separate the levels of corrective approaches, depending on the subjects to which they are applied. In particular, they can be used both with individuals who are just revealing their intentions to commit suicide, and with adolescents who have already made such attempts. Accordingly, the work described all the important elements covering a wide process from the detection of suicidal behavior in case of schoolchildren to its correction. However, it should be established that with the development of social relations, as well as the increasing spread of social networks, a number of factors affecting the child's psyche and consciousness are only expanding. That is why this topic requires further research, in particular, regarding the mass manifestations of suicidal behavior in social networks.

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Conflict of Interest

None.

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Організація системи психологічного профілювання та корекції суїцидальної поведінки підлітків

Талант Болєєв

Міжнародний Таразський інноваційний інститут
080000, вул. Желтоксан, 69Б, м. Тараз, Республіка Казахстан

Гульміра Топанова

Казахський національний жіночий педагогічний університет
050000, вул. Айтеке бі, 99, м. Алмати, Республіка Казахстан

Шолпан Турдалієва

Таразський регіональний університет імені М.Х. Дулаті
080012, вул. Сулейменова, 7, м. Тараз, Республіка Казахстан

Жулдуз Ускенбаєва

Міжнародний Таразський інноваційний інститут
080000, вул. Желтоксан, 69Б, м. Тараз, Республіка Казахстан

Дінара Жаркінбаєва

Міжнародний казахсько-турецький університет імені Ахмета Яссаві
161200, проспект Б. Саттарханова, 29, м. Туркестан, Республіка Казахстан

Анотація

Актуальність. За останнє десятиліття кількість дітей, яким властива суїцидальна поведінка, різко зросла. Цей фактор викликаний різними причинами, які можуть бути як зовнішніми, так і внутрішніми. При цьому кількість таких причин тільки зростає, що, в свою чергу, визначає актуальність даного дослідження.

Мета. Метою роботи було встановлення особливостей здійснення психологічного профілювання та корекційної роботи з підлітками в контексті запобігання вчиненню ними суїциду.

Методологія. У дослідженні використано методи аналізу та синтезу, порівняння, дедукції, моделювання, тестування.

Результати. У результаті було виявлено, що ефективна організація психологічного профілювання серед студентської молоді має ґрунтуватися на комплексному підході, а саме на системі методів, форм та засобів, спрямованих на виявлення та профілактику суїцидальних тенденцій серед молоді. Крім того, доведено, що вищезазначена система повинна включати просвітницьку роботу з батьками щодо можливих психоемоційних проблем серед дітей, вчителями та учнями.

Висновки. Приділено увагу булінгу, зокрема, у шкільному середовищі, акцентовано увагу на інструментах боротьби з ним, серед яких варто відзначити спостереження за учнями, контроль та аналіз їхньої поведінки, проведення своєчасних психологічних консультацій. Крім того, було досліджено фактори, які впливають на деформацію психоемоційного стану у підлітків, що в результаті провокує появу суїцидальної поведінки. З огляду на це, зазначено, що результати даного дослідження можуть бути використані вищезазначеними категоріями осіб для власного розвитку, а також для розробки спеціальних методичних матеріалів щодо психологічної роботи з учнями в закладах освіти.

Ключові слова: суїцид; соціальний педагог; учні; булінг; депресія.