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THE ADVANTAGES OF THE TECHNIQUE OF OVERCOMING NEGATIVE EMOTIONS

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Domestic violence is quite a common phenomenon not only in our country but around the world too. When people speak about violence, they often mean only physical abuse. However, we should not forget that people are not only physical creatures, but spiritual and psychological as well. By the means of psychological pressure people can damage health and self-awareness of others. If a child is abused there are several things that could eventually happen.

Psychological abuse is a form of violence that can lead to psychological trauma, anxiety, depression [3]. Psychological violence leads to a low self-esteem as well. Psychological abuse can include rejection, isolation, ignoring, threats, insulting and neglecting or a combination of any or all of these. Violence has a significant impact on children growing up in the atmosphere of violence [2]. An abused child may suffer stunted growth or emotional trauma.

There are different kinds of negative experience in critical situations: stress, frustration, conflict and crisis.

There are different ways of overcoming negative experience: some of them are aimed at changing the situation and aimed at changing an internal sense of self and feelings of oneself. Ways of overcoming negative experience include: art therapy, awareness of negative emotions, verbalization of negative emotions, such techniques as "I-message" and debriefing, using of booklets for children and adults [1].

The problem of psychological violence is widespread in the society today, but at the same time there is some shortage of research in this area. We put forward the following hypothesis of the survey: an ability to overcome negative experience enhances an adaptive capacity of a child in the situation of violence. We were supposed to train schoolchildren to develop such an ability.

We chose two school classes 2A 'and 2B (children were 7-8 years old)'. 19 children of 2 B class (9 boys and 10 girls) became a control group and 23 children of 2 A (12 boys and 11 girls) – an experimental group. Some diagnostic activity was conducted with both groups. Four meetings were held with the experimental group. Control activity containing re-diagnosis of the experimental and the control group took place a month after the meetings.

The following diagnostics instruments were used for our experimental study:

- a "Non-existent animal" technique;
- methods of assessing the definition of level of aspiration by F. Hoppe;
- a technique "Ladder" to determine a level of self-esteem of pupils.

Four experimental meetings were carried out with the children after the diagnosis, they included exercises of overcoming negative experience. The pupils role played everyday situations and later they discussed what they had seen.

The basic principles of this method are the following:

- adoption of all variety of children`s emotions;
- open displaying of emotions;
- completely voluntary participation.

The main aim of the first meeting was to discuss unpleasant situations that could cause negative emotions. The emphasis was placed on the contents of the situations and stories. The essence of each story was recorded on the board, and then the same types of situations were grouped.

The children chose such situations as fights and quarrels with others, worry for their relatives. At the end of the meeting, the pupils were to draw pictures, to make up a story or to write a poem on that topic. After that the children discussed these situations.

The main point of the second meeting was to talk about the feelings of the children after traumatic situations of psychological violence. At first the children were reminded about the contents of the previous meeting, and then the children added some situations of psychological violence such as:

- name calling (offense);
- threats.

Then the children chose one of the situations, and the situation was proposed to role play. The significance of the situation for the children was taken into account and their desire and interest in relation to the specific circumstances. After having played the situation the children were asked, «What have you just seen?» Every child spoke, then they were asked to think over "And now let's think about what they are feeling/ what did they feel?" Other situations were role played in the same manner. So, the children role played the situations of threats, abuse and disregard. During the second meeting for the first time there was a clear appeal to the feelings of the children.

The children named such feelings as offence, misunderstanding, sadness, rage, anger, pity, grief, anxiety.

The main aim of the third meeting was to identify principal ways to overcome negative emotions and experiences. At the beginning of the meeting the children recollected the contents of the previous sessions. Then the children were asked to take a couple of new situations for dramatization. After having played them they were asked about the feelings of the participants of the dramatization and whether they wanted to do something with their unpleasant feelings and experience.

Besides the children thought about what they could do in these situations to overcome negative emotions. The children named their ways; they all were put down on the board. After that the children were asked to evaluate an effectiveness and efficiency of each of the proposed ways, whether they really could help them. The main criterion here was a manifestation of the dynamics of feelings, i.e. their change in a positive way. The chief conclusion of the meeting was the fact that, when we happen to find ourselves in some unpleasant situations that can cause negative emotions; we definitely need to do something with negative feelings to change them. The children chose a few situations for dramatization and then they were to show a way to overcome negative feelings. It is very important to show the differences between actions aimed at changing the situation and the actions associated with each other and with their inner feelings and emotions.

The pupils offered the following actions aimed at changing the situation:

- to make it up;
- to ask for forgiveness.

The pupils offered the following actions associated with each other and with their inner feelings:

- to think positive;
- to have a walk;
- to do some interesting work;
- to draw;
- different kinds of sport.

During the 4-th meeting the children were asked to describe their conflicts with their family and friends. The children role played one of the situations. Then there was a discussion of the feelings of each participant. At the end of the meeting the children were asked to draw unpleasant situations that happened in their life.

After a month from the last meeting we met with the children, they were asked to think over what they would do with their unpleasant feelings, what techniques they could use in their life. The techniques suggested by the children were recorded on the blackboard.

After the meetings, there was a shift in the number of schoolchildren of the experimental group who were using the discussed techniques to overcome negative emotions, and now 91% of the children chose a flexible way to behave in the situation of failure.

Thus, the number of the children with personal problems amounted 17% of the total, while the number of the children with general positive orientation to themselves and the world amounted 83% after the experimental meetings.

Thus, we can conclude that the technique of training to overcome negative feelings is effective in respect of level of aspiration of children; there is a shift in the positive direction. The level of aspiration decreases sensitivity to failure, allowing talking about improving self-control of children's behavior.

Children should know how to help themselves, but adults are responsible for the safe environment for children. Early recognition and treatment is important to minimize the long term effect of psychological abuse. Whenever a child says he or she has been abused, it must be taken seriously and immediately evaluated.

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DISTANCE LEARNING OF FOREIGN LANGUAGES AND ITS PSYCHOLOGICAL ASPECTS

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Nowadays rapid development of computer telecommunication and informative systems renders considerable influence on the system of education, especially what concerns new forms of modern languages teaching, one of which is distance learning. The use of computers in educational process began in the 60s of the