

Psychologic-pedagogical Conditions for Prevention of Suicidal Tendencies among Teenagers

Yerkin A. Abil^a, Natalia P. Kim^b, Botagoz Sh. Baymuhambetova^a,
Nurlan B. Mamiyev^b, Yelena D. Li^a and Tatyana S. Shumeyko^a

^aKostanay State Pedagogical Institute, Kostanay, KAZAKHSTAN; ^bKostanay State University named after A. Baitursynov, Kostanay, KAZAKHSTAN

ABSTRACT

Aim of research - to develop complex of psychology-pedagogical conditions, directed on prevention of suicidal tendencies among teenagers. On analysis basis of scientific literature authors disclose main causes of suicidal behavior in adolescence. To confirm science veracity of advanced theoretic assumptions, describes experiment, conducted on basis of middle schools in Kostanay cities of The Republic of Kazakhstan. In it took part 300 pupils at age of 10-16 years. Results of approbation of methodics, oriented on development of value orientations system, communicational and organizational skills and abilities, showed an increase of maturity level of teenagers vitality in experimental group. Thus, proposed program can be used in modern psychology-pedagogical practice with aim to prevent formation of suicidal tendencies among teenagers.

KEYWORDS

Teenage years, social deviation, suicidal behavior, formation of teenagers vitality, psychology-pedagogical conditions

ARTICLE HISTORY

Received 19 April 2016
Revised 14 June 2016
Accepted 20 June 2016

Introduction

Suicide takes the 3-rd place in classification of causes of mortality (after oncological diseases and heart diseases), that's why in recent time, problem of suicidal behavior acquires more acute significance. In accordance to prognosis of World health organization, in 2020's nearly 1,5 million of people in the whole world will die because of suicide, and in 10-20 times more will make suicidal attempts (Kanevskiy, 2015). Situation doubly dangerous, because due to data of World health organization for about 20% of suicides in world falls on teenage and juvenile age (Ambrumova, 2011).

CORRESPONDENCE Botagoz Sh. Baymuhambetova ✉ bota_goz@mail.ru

© 2016 Abil' et al. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

Teenage years – one of the most important life periods for a human; its frequently not without reason called critical, a period of emotional instability, fragility (Bozhovich, 1997; Dolto, 2014). This enhanced sensitivity related, first, to physiological and hormonal changes (Osorina, 2013), second, with a new for a teenager social and psychological situation (Ericson, 1996). Teenager experiencing inner conflict between a need to mature and a desire to leave everything as it was before, on the previous stage, while he didn't has ability to relate negative and traumatic experience with already formed stable impression about himself, as it do adults in crisis situation (Fopel, 2008).

The most important condition of suicide prevention in teenagers environment is organization of preventive work in educational institutions (Alimova, 2014; Bal'dina, 2011). We note, that this work, primarily, must be directed on conscious development among teenagers, search and obtaining by them life meanings and life-affirming values, perfection of willed qualities and formation of skills of life difficulties prevention, development of communicative attainments (Bannikov, 2013). Due to this, problem of prevention of suicidal tendencies among teenagers acquires special actuality.

Literature Review

Researches shows, that among main life spheres of teenagers a family and family relationships occupy more then 50% of total eventual "stressogenity" of teenager life (Podol'skiy, Idobaeva & Heymans, 2014). To positive events of their life teenagers include: improvement of financial state of family, increasing quantity of argues with parents, obtaining a job by mother of father, purchase of real estate, abroad trip, and also improvement of relationships between coevals. To figure of negative events belongs increasing quantity of argues with parents, degradation of financial state of family, divorce of parents, repeated fathers marriage, and also degradation of relationships with peers (Idobaeva, 2013).

Scientists state also the highest sensitivity of teenagers to content and contradictions, which laid in eventual context of such period of social life, which falls at time of their growing up (Dolto, 2010; Kazanskaya, 2008). This feature of psychical organization of teenagers stand out as another one additional source of pressure in relationships with "world of adults", giving basis for detection among teenagers, from relatives side, pedagogues and just elder by age people, different inducing irritation "deviant" features and qualities (Abramenkova, 2015).

Suchlike characteristics completely logical, because teenagers really must have to deal with social situation of development, knowingly different from that, with which faced in period of own adolescence representatives of older age groups (Kryvtsova & Dostanova, 1997). Situation is complicated by that even such important institute of socialization as school education in period of "fast changes" demonstrate obvious intentions, seeking to cooperate with learners and influence on them, outwent from realities of "yesterday" (Teslenko, 2013).

Scientists agree in viewpoint, that origins of such contradictions are rooted in a process of formation of adolescence central neogenesis – feeling of maturity and independence (Kazanskaya, 2008; Krayg & Bokum, 2005; Teslenko, 2013). Though independence of teenager really appears limited: from one side he doesn't have enough independence from family and closest social environment, from another – he doesn't enough controls oneself, mechanisms of personal regulation not formed completely (Lilishyn, 2012). Due to this even minor



conflict situation seems for a teenager hopeless, and that's why becomes extremely suicidal dangerous (Alimova, 2014).

For emergence of suicidal tendencies among teenagers also contributes lack of formation of social and communicative skills and abilities. Thus, S.V. Kryvtsova and M.N. Dostanova (1997) distinguish 10 types of communicative situations, where teenagers must be able to construct communication constructively. In accordance to these situations among adults must be formed next situation-specific communicative skills:

- 1) ability to show and accept signs of attention (compliments) from peers;
- 2) reaction to fair criticism;
- 3) reaction to unfair criticism;
- 4) reaction to affecting, provoking behavior from a side of a peer;
- 5) ability to appeal to a peer with a request;
- 6) ability to answer with denial on someone else's request, say "no";
- 7) ability to deliver compassion, support;
- 8) ability to accept compassion and support from side of peers;
- 9) ability to join a contact with another person;
- 10) reaction on attempt of another (coeval) to join a contact.

Accordingly, appearance of suicidal tendencies among teenagers caused not only by difficulties of such age type, but by lack of developed skills and abilities of efficient cooperation with surrounding people, inability to take off emotional stress and adequately react on stress situations, lack of confidence in own strength (Kyi, 2013).

Aim of primary prophylaxis of suicidal behavior – it's strengthening among teenagers a desire to live (Yugova & Simakova, 2014). It's strategic tasks are:

- awareness of own values and meaning of life;
- development of self-rating and self-confidence in yourself;
- development of skills of efficient cooperation with surrounding people;
- teaching of taking of fan emotional stress and adequate reacting on stress situations;
- development of skills to set live goals and abilities to reach them;
- formation of reflection position, social responsibility (Liders, 2009; Alieva, Grishanovich & Lobanova, 2006; Avidon, 2008).

Solving of such complexity tasks requires creation of peculiar psychology-pedagogical conditions at educational institution, which ensure primary prophylaxis of suicidal tendencies among teenagers through formation of vitality.

Aim of the Study

Aim of study – to develop psychology-pedagogical conditions of suicidal tendencies prevention among teenagers and to check experimentally their efficiency.

Research questions

What are the main causes of suicidal tendencies formation among teenagers? What psychology-pedagogical conditions will be optimal for prevention of suicidal propensities at teenage years?

Methods

For solving set tasks and verification of initial assumptions had been used complex of research methods:

- theoretical analysis of literature;
- questionnaire survey;
- experiment;
- methods of statistic processing of empiric data.

Diagnostic techniques:

- technique of learning vitality (Leontyev & Rasskazova, 2006);
- technique of self-confidence diagnosis V.G. Romeka (1998);
- technique “Valuable orientations” M. Rokicha (2000);
- technique of detection of communicative and organizational skills COP-1 (Sinyavskogo and Fedoroshina, 2007).

Research had been held on basis of Kostanay city middle schools of The Republic of Kazakhstan. In it took part 300 pupils at age of 10-16 years.

In our research we came from a hypothesis that prevention of suicidal tendencies among teenagers will run more successfully, if in this process will be realized next psychology-pedagogical conditions:

- building of primary prophylaxis of suicidal tendencies on basis of life-asserting content;
- using training as a leading method of forming vitality among teenagers.

Review every from conditions more detail:

First condition – building of primary prophylaxis of suicidal tendencies on basis of life-asserting content.

Primary prophylaxis of suicidal behavior is characterized by its direction on upbringing an individual, which is capable to react adequately on life difficulties, convert them into situations of self-development, i.e. upbringing of a viable and life-persistent individual (Kyi, 2013).

A feature of primary prophylaxis of suicidal tendencies among teenagers is the importance of building not on explanation of concepts, which characterize suicidal behavior and acquaintance with peculiarities of it’s manifestation at adolescence, but on life-asserting contain (Yugova & Simakova, 2014). Besides, this work must include next trends:

1. *Formation of imagination about life-persistence.* This direction of work consist of formation among teenagers a need in psychological knowledge about life-persistence, its components, peculiarities of formation of every age stage, about life-persistent personal qualities. Teenagers must realize, that – life is a place and time to contemplate. That’s why on of the interest and innovational methods of formation of life-persistence is social advertisement. Notion “social advertisement” – information, directed on solving social problems, assistance to spiritual and educational, charity and other humanistic activity of society, based



on expression of ethic and moral foundations in the most positive, laconic, intelligible and tolerant form (Alieva, Grishanovich & Lobanova, 2006).

Advantages of this method over traditional is in that it allows to rise essential social problems, while orienting on interesting for teenagers forms of information supply (video clips, presentations and so on) (Avidon, 2008).

2. *Formation of skills of life-persistent behavior.* On this direction of work it is important to pay attention to development of such qualities, as ability to overcome difficulties, to finish started business. Develop among teenagers persistence, optimism, ability to forecast future and so on. Essentially important to generate among teenagers adequate self-evaluation, self-esteem, setting on achieving success, development of will and so on (Vasil'yev, 2006).

During realization if this direction of work, teenagers must realize, that desire to commit suicide – most typical sign of immaturity, when instead of solving problems and conflicts – made an attempt to go away from them. They must form in themselves understanding of that a human – owner of own destiny, that he takes decisions by himself and is responsible for that and must be able to suffer.

For solving these tasks serves methods of formation of personal behavior skills: training, modeling of upbringing situations, role and business play.

These methods is used on lessons with next themes: “Skills of confident behavior in dangerous situations”, “Methods of overcoming difficulties”, “Unusual solutions in difficult live situations” and others.

Despite great variety of raised problems, these trainings have common structure, because during their organization it is essential to take into account mechanism of development of psychological structures of teenagers, allowing to transform problem situations in new abilities: show abilities to teenager, help him realize, choose exactly for himself an important, formulate a goal, organize activity in chosen direction (Irzhanova, 2005).

Structure of trainings:

1. Exercise for creation an emotional setting on lesson;
2. Work in micro-groups;
3. Mini-discussion;
4. Summarizing results due to scheme: How changed my emotional state during a training? What experience achieved during process of training? What episode of training I remembered (I liked, surprised me) most of all? Why?;
5. Parable.

During such trainings is forming a concept: danger, risk, difficult life state, help, self-help, and also teaching of analysis techniques, planning and overcoming of difficult life state.

That's why, development of trainings on basis of life-asserting content provides formation of life-persistence, which permits for a teenager to resist against negative influences of environment, effectively overcome life difficulties, transforming them into development situations.

Second condition – usage of training as a leading method of formation of life-persistence among teenagers.

Analysis of scientific literature showed, that the most effective methods of formation life-persistence are methods of active social education, particularly training.

Not making a stop on different training classifications, we mark those main characteristics of training group, which, according to opinion of A.G. Lidars (2009), allows efficiently influence on personality:

Firstly, acting in training helps to fulfill need of a human in belonging to certain group;

Secondly, independently from direction of training, acting in it gives an emotional support for members of a group, which is important for every member of training;

Thirdly, helping other members of a group, a human experience sense of belonging, complication, own profitability.

Data, Analysis, and Results

On basis of risen psychology-pedagogical conditions we developed program “I can”. It directed on primary prophylaxis of suicidal tendencies among teenagers through formation of life-persistence in personality.

Aim of program: formation of life-persistent (in contrast to suicidal) personality.

Tasks of program:

- researching by teenagers of own system of value orientations, their development;
- switching-on processes of empathy experience through watching at trainings of self-cognition: video clips, plots, stories about courage of people with health disabilities;
- upbringing in teenagers compassion and respect attitude to life-persistent people;
- disclosure of inner resources of teenager personality through trainings.

It built on basis of modern scientific conceptions about physiologic, psychological development among teenagers, open peculiarities of their psychology and social health.

Program included three modules:

Module 1. It's goal – formation of life-persistent position, disclosure of inner resources of personality. It realizes on course trainings “Self-cognition” and includes 5 themes, which are held during 2 hours 1 times per month. On these trainings realizes first psychology-pedagogical condition, because studying material enriches by life-asserting content. On trainings of “Self-cognition” teenagers watch video clips, plots, stories about courage of people with health disabilities, about their peers, who overcame difficult life situations and could find from them an honorable exit.

Module 2. This module consist of complex class hours, which devoted to studying notion “values”, research of own values system, correspondence of values with choice of own life way. Class hours upon this subject are held 1 times per month.



Module 3. This module is practical, because its goal is realization of second psychology-pedagogical condition. This module consists of two trainings - 10 lessons each. First training – social-psychological, its purpose is formation of communicative skills and abilities, ability to work in team, constructively solve conflict situations. Second training directed on formation of skills of confident behavior.

Stop more detail on content of every module.

As already stated above, first module had been realized on trainings of course “Self-cognition” due to enriching of study material by life-asserting content and includes 5 lessons. Interval of conducting training with life-asserting subject matter 1 time per month during 2 hours was caused by experiencing by teenagers strongest emotional tension. Besides, we thought it will be expedient to give for learners ability to discuss reviewed theme in a process of informal communication outside of the lesson, comprehend independently obtained information.

Example of trainings:

Training 1. “Strong-willed win”

Aim: formation of life-persistent position, disclosure of inner personality resources

Tasks:

1. On example of a hero from movie “Circus of a Butterfly” – Nick Vuychich (2009) to show as it is important to believe in yourself and stay persistent to life difficulties;

2. To reveal own resources with a help of art-technique “Hand Symbol”.

Equipment: disk with a film “Circus of a butterfly”; gouache, sheets of paper.

Course of a lesson

1. *Teacher’s introduction.* It includes information about Nich Vuychich. One is sun of a priest, who was born without arm and legs. He could not only to survive in such conditions, but became an example of human life-persistence around the world. In Internet there are a lot of video clips about him. His life credo – “No arms, no legs – no problems”. Recently on screens released fictional film with Nick Vuychich “Circus of a butterfly”.

2. *Watching film* “Circus of a butterfly” (20 minutes).

3. *Film discussion.* How do you saw main hero? What helped him to overcome difficulties? Can you count him to life-persistent people?

4. *Practicum.* Investigation of own strong sides with the help of art-technique “Hand Symbol”.

5. *Reflexion.*

First module trainings saturated with art-therapeutic techniques, which teenagers like, because they’re carry creative character and opportunity to make handmade. Such work gives ability to relieve psychical stress and active cognize oneself. Also was seen, that teenagers had been tired from watching long video plots, not always gladly involve in its discussion. Besides, trainings on “Self-cognition” confirmed importance of working upon formation of communicative skills and abilities, upon development of group solidarity.

Realization of a second module was connected to conducting class hours. In conjunction with a class manager with teenagers were held 4 class hours on next themes: 1) «Main life values»; 2) «My resources»; 3) Methodic of pictured metaphors “Life way”; 4) ”What is an importance of life?”.

Third module consists of two trainings: social-psychological and training of confident behavior. A program of every training intended on 10 lessons with 1,5-2 hours per week. According to this, realization of a program of every training takes 1 month.

Structure of trainings consists of 3 parts:

- introduction (definition of goals and tasks, establishment of rules of regime moments);
- main (fulfillment of exercises and tasks, directed on solving established tasks and goals);
- final (summation of results of conducted work).

As a first had been held social-psychological training, purpose of which was formation of communicative skills and abilities, ability to work in a team, constructively solve conflict situations. As a second had been held training, directed on formation of confident behavior skills.

For pushed conditions verification, we planned and held ascertaining and forming stages of experimental work.

During ascertaining stage was studied initial level of life-persistence (60 teenagers). During second stage of experimental work – forming – realized a program of formation life-persistence among teenagers.

In experimental group (EG) had been realized a program of formation of life-persistence, as conditions for prevention suicidal tendencies. In control group (CG) special work upon formation of life-persistence hadn't been held.

During experimental work had been held were used next methods of research and psychodiagnostic techniques:

1) technique of studying life-persistence (Leontyev & Rasskazova, 2006) technique “Value orientations” M. Rokicha (2000);

5) technique of diagnosis of self-confidence V.G. Romeka (1998);

6) technique of revealing communicative and organizational abilities COP-1 (Sinyavsky & Fedorochina, 2007);

7) methods of mathematical statistics:

Analysis and interpretation of research results

After realization of a program of formation life-persistence in experimental group, was held concluding slash. Diagnosis had been realized due to the same techniques that were on ascertaining stage.

Results of final slash upon Technique of studying life-persistence D.A. Leontyeva, E.I. Rasskazovoy (2006) after realization of developed by us program are in table 1.

Table 1. Results of a technique of studying life-persistence (final slash)

Group	Number of people in group	Level of life-persistence	
		Below middle level %	Middle level and above middle %



CG	150	30,0 %	70,0%
EG	150	23,3%	76,7%

Analysis of results of final slash upon technique of D.A. Leontyev and E.I. Rasskazova (2006) show, that level of life-persistence of a teenagers personality after work in program “I can” became higher, as in experimental (76,7%), same in control (70%) group. Growth of life-persistence in control group, on our opinion, explains by communication between teenagers and “collateral” influence of program.

Table 2. Results of technique “Value orientations” M. Rokicha in experimental and control group (null and final slash)

Value	% content of voting			
	Experimental group		Control group	
	Before	After	Before	After
Freedom	31%	28%	32%	31%
Health	27%	30%	26%	28%
Entertainment	14%	10%	15%	14%
Active living	11%	11%	10%	10%
Love	10%	9 %	9%	9%
Self-confidence	7%	12 %	8%	8%

Analysis of results showed, that in experimental group taking place dynamics of terminal values. So, voting percent of such value as “Health” grew up among teenagers of experimental group on 3% (from 7% to 12%). At the same time voting percent of such value as “Entertainment” - on 4% (from 14% to 10%).

In control group also took place certain changes in terminal values, namely: 1) increased percent of choosing such value, as “Health”, and make up 28%; 2) on 1% decreased percent of choosing such values, as “Freedom” (31%) and “Entertainment” (14%). Particularly attracts attention the fact that such important for formation of life-persistent value as “Self-confidence”, stayed without changes and made up just 8%. That’s, on our opinion, caused by that in control group hadn’t been realized program of formation life-persistence and psychology-pedagogical conditions.

Results of final slash upon technique of diagnosis of communicative and organizational abilities COP-1 shown in table 3.

Data of table 3 gives opportunity to watch changes in indicators of communicative and organizing abilities of teenagers from experimental and control group.

Table 3. Results of technique of diagnosis of communicative and organizing abilities COP-1 (final slash)

Group Levels	Communicational				Organizing			
	CG		EG		CG		EG	
	Before	After	Before	After	Before	After	Before	After
High	26%	26%	22%	31%	24%	24%	18%	27%
Middle	51%	51%	48%	61%	64%	66%	54%	65%
Below middle	16%	17%	19%	4%	8%	6%	20%	8%
Low	7%	6%	11%	4%	4%	4%	8%	0%

In experimental group brightly expressed positive dynamics: 1) number of teenagers with high level of communicative abilities increase to 31%; number of teenagers with middle level increase to 61%; number of respondents with below middle level and low level decrease to 4%; 2) indicators of organizing abilities also changed: high level reached 27% of teenagers, middle level – 65%; number of respondents with below middle level decreased to 8%, and we observe total absence of learners with low level of organizing abilities.

In control group dynamics is insignificant, and take place positive shifts at middle level: 1) number of teenagers with low level of communicative abilities decreased on 1%; 2) on 2% increased number of teenagers with middle level of organizing abilities.

Results of final slash upon technique “Self-confidence” V.G. Romeka (1998) shown in table 4.

Table 4. Results of technique “Self-confidence” of V.G. Romek (final slash)

Level of internality development	Number of examinees		
	CG before experiment	EG before experiment	EX after experiment
Very high	12, 5%	15%	22,2%
High	12,5 %	25%	44,4%
Middle	37,5%	37,5%	27,8%
Low	25%	12,5%	5,6%
Very low	12,5%	10%	0%

From table 4 it is seen, that after realization program of formation of life-persistence, significant changes took place among teenagers of experimental group, where very high level of self-confidence we see among 22,2% of respondents, high level – among 44,4% teenagers, very low level is absent. In control group we don't see significant changes.

So, results of final slash shows positive dynamics of self-confidence among teenagers of experimental group. Due to fact, that self-confident person have such qualities, as sense of purpose, assertiveness, readiness to risk, that's why his life-persistence is growing.

Results of forming stage of experiment showed an increase of life-persistent level in compared groups. Noteworthy, those significant changes took place in experimental group. In experimental group (EG) increased number of teenagers (76,7%), having middle and above level of life-persistence. It is explained by fact that increased level of communicative and organizing abilities, and also level of self-confidence, which are basis of formation of life-persistence.

Discussion and Conclusion

G.A. Islyamova and L.F. Fedoretz (2013) work confirms our thesis about priority influence of character of children-parents relationships on appearance depressive states among teenagers. Thus, due to data of researcher's investigation, father and mother are ideal only to 21% of “problem” teenagers, in group of “normal” boys and girls this indicator is 41% (for father) and 56% (for mother). Greatest reliance among teenagers dedicated to mother (77% of all interviewed girls and boys). But the more in teenager expressed suicidal tendencies, the less he entrust his worries even to mother, more less to father (23-29%). Loss of trust connection with parents – there is one of most powerful



stimulants of suicidal tendencies among teenagers. Thoughts about suicide torture a teenager more frequently, if less he trusts his parents. Other significant characteristics of a teenager life activity (relationships with peers, progress at school, and level of family material well-being), stated researchers, and matters more low level of connection with depressive state of teenagers.

In article we reviewed classification of communicative situations, proposed by S.V. Kravsova and M.N. Dostanova (1997). There important to notice, that author of one of the most famous models of social behavior is A.P. Gol'dshtein (2013) distinguish other blocks of social skills:

- 1) *beginning skills* (inclusion in conversation, maintenance and development of a contact, transition of a dialogue in right direction, ending of acontact);
- 2) *self-expression in conversation*;
- 3) *reaction on opinions and feelings of another person* (empathic response on feelings of another one);
- 4) *skills of planning of upcoming actions* (formation of a contrivance);
- 5) *skills of building alternatives to aggressive behavior* (open expression of own desires, thoughts and feelings).

Comparison of these approaches showed, that despite fact, that one authors denote reviewed skills as “communicative”, and other – as “social”, we are talking almost about the same situations of communication and interacting with surrounding people, and, accordingly - about one and the same operational-behavior skills and abilities, helping in solving these situations.

As a result, analysis of psychology-pedagogical literature and conducted by us research showed, that importance of life-persistence formation among teenagers caused by increase of suicidal tendencies in their environment, importance of organization of preventive work at educational institutions and poor scientific-methodical provision of this process.

Results of experimental research confirm hypothesis and allows to make next conclusions:

1. Prevention of suicidal tendencies lies in formation of life-persistence as integral characteristic of teenager personality.
2. Identified components of teenagers life-persistence, which include: value-meaning regulation of a person, developed will qualities, high level of self-confidence, developed communicative skills.
3. For formation of life-persistence among teenagers mostly effective contributes program, which include 3 modules, they're directed on development of values orientations of teenagers, upbringing in teenagers compassionate and respectful attitude to life-persistent people, disclosure of inner resources of teenager personality through trainings.
4. Organized in frameworks of our research experiment showed significant increase of maturity level of teenagers life-persistence in experimental group. That's caused by development of constituent's components of life-persistence: system of value orientations, self-confidence, communicative and organizing skills and abilities. Results of experimental data proceeding shows, those differences in efficiency of life-persistence formation in teenagers caused by our developed program “I can”.

Implications and Recommendations

Conducted research doesn't deplete observed problem. It seems perspective - following development of it in next aspects: reveal of diagnosis methods and formation of life-persistence among teenagers in conditions of a family, development of content of prevention of suicidal tendencies.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Yerkin A. Abil' holds Doctor of Historical Sciences, Professor of Department of History of Kazakhstan, Kostanay State Pedagogical Institute, Kostanay, Kazakhstan.

Natalia P. Kim holds Doctor of Pedagogical Sciences, Professor of Department of Pedagogy and Psychology, Kostanay State University named after A. Baitursynov, Kostanay, Kazakhstan.

Botagoz Sh. Baymuhambetova holds Doctor of Philosophy, Associate Professor of Department of Psychology, Kostanay State Pedagogical Institute, Kostanay, Kazakhstan.

Nurlan B. Mamiyev holds Doctor of Philosophy, Associate Professor of Department of Pedagogy and Psychology, Kostanay State University named after A. Baitursynov, Kostanay, Kazakhstan.

Yelena D. Li holds Doctor of Philosophy, Associate Professor of Department of Primary, Pre-school and Special Education, Kostanay State Pedagogical Institute, Kostanay, Kazakhstan.

Tatyana S. Shumeyko holds Doctor of Philosophy, Associate Professor of Department of Pedagogy, Kostanay State Pedagogical Institute, Kostanay, Kazakhstan.

References

- Abramenkova, V. V. (2015). Teenagers Subculture as a Space of Self-realization. *Word of Psychology*, 2, 175-189.
- Alieva, M. A., Grishanovich, T. V., & Lobanova, L. V. (2006). *Training on Development of Life Goals*. St.Petersburg: Sppeech, 216 p.
- Alimova, M. A. (2014). *Suicidal Behavior of Teenagers*. Barnaul: My Book, 100 p.
- Ambrumova, A. G. (2011). To Answer About Self-destructive Behavior of Teenagers. *Self-destructive Behavior Among Teenagers*, 1, 29-36.
- Avidon, I. (2008). *Trainings of Interaction in a Conflict*. St.Petersburg: Speech, 190 p.
- Bal'dina, N. P. (2011). *Prophylaxis of Suicidal Manifestations among Adolescent*. Kurgan: Academy of Natural History, 107 p.
- Bannikov, G. S. (2013). *Methodical Recommendations for Psychologists of Educational Institutions on Revealing and Preventing of Suicidal Behavior among Teenagers*. Moscow: Moskow State University of Psychology and Education, 40 p.
- Bozhovich, L. I. (1997). *Problems of Personality Formation: Chaos Psychology Works*. Moscow: Publ, Institute of Practical Psychology, 352.
- Circus of a Butterfly. (2009). *Film Joshua Weigel*. Direct access: <http://thebutterflycircus.com/short-film/>
- Dolto, F. (2010). *On Teenager's side*. Yekaterinburg: Rama Publishing, 423 p.
- Ericson, E. (1996). *Childhood and Society*. St.Petersburg: Piter, 369 p.
- Fopel, K. (2008). *Psychological Work with Teenager's and Adolescence Problems*. Moscow: Genezis, 176 p.
- Gol'dshtein, A. P. (2013). Model of Social Behavior. *Practical Psychology and Social Work*, 4, 61-68.
- Idobaeva, O. A. (2013). *Research of Emotional Adversity of Modern Teenagers as a Premise of Correction Work of School Psychologist*: PhD Abstract. Moskow, 23 p.



- Irzhanova, L. S. (2005). *Fight Stress: Trainings and Positive Thinking*. Rostov on Don: Phoenix, 249 p.
- Islyamova, G. A. & Fedoretz, L. F. (2013). *Methodical Reference Book Upon Prophylaxis of Suicidal Behavior among Teenagers*. Kostanay: Pilot, 75 p.
- Kanevskiy, V. (2015). Experiencing Loneliness and Parasuicidal Behavior. *Materials of X International Scientific-Practical Internet-Conference 'Problems and Perspectives of Science Development at the Beginning of 3rd Millennium in Europe and Asia Countries'*. Pereyaslav-Khmelnitskiy: Collection of Science Works, 312 p.
- Kazanskaya, V. G. (2008). *Teenager. Difficulties of Growing Up*. St.Petersburg: Piter, 178 p.
- Krayg, G. & Bokum, D. (2005). *Psychology of Development*. St.Petersburg: Piter, 940 p.
- Kryvtsova, S. V. & Dostanova, M. N. (1997). *Research of Communicative Skills of Teenagers*. Moscow: Genезis, 335.
- Kyi, N. M. (2013). *Pedagogical Prophylaxis of Suicidal Behavior among Teenagers*. Petropavlovsk-Kamchatskiy: V. Bering KamGU, 219 p.
- Leontyev, D. & Rasskazova, Y. (2006). *Vitality Test*. Moscow: Smysl Publishing House, 64 p.
- Liders, A. G. (2009). *Psychological Training with High School Pupils and Students*. St.Petersburg: Eterna, 230 p.
- Lilishyn, O. V. (2012). Modern Teenager and his Peculiarities. *World of Psychology*, 4, 11-26.
- Osorina, M. V. (2013). *Secret World of Children in Space of Adults World*. St.Petersburg: Speech, 276 p.
- Podol'skiy, A. I., Idobaeva, O. A. & Heymans, P. (2014). *Diagnosis of Teenagers Depression*. St.Petersburg: Word, 202 p.
- Rokeach, M. (2000). Value Orientations Method. *Psychological Tests*, 1, 25-29.
- Romek, V. G. (1998). *Practical Psychodiagnostics and Psychological Consulting*. Rostov-on-Don: *Irbis*, 87-108.
- Sinyavsky, V. V. & Fedoroshina, B. A. (2007). Communicative and Organizational Propensities. *Moscow City Pedagogical University Bulletin*, 64, 137-140.
- Teslenko, A. N. (2013). Formation of Life-persistence of Personality as Condition of Primary Prophylaxis of Suicidal Behavior among Teenagers. *Kazakhstan Social-psychological Readings: Materials of International Scientific-practical Conference, 23-24 May 2013*. Astana: *ITHRPSE*, 36-42
- Yugova, N. L. & Simakova, N. B. (2014). *Prophylaxis of Suicidal Behavior of Teenagers, Diagnostic Methodics, Trainings*. Glazov: *Nachalo*, 196 p.
- Vasil'yev, N. N. (2006). *Training on Overcoming Conflicts*. St.Petersburg: Speech, 174 p.