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FACTORS CONTRIBUTING TO THE DEVELOPMENT OF AGGRESSIVE BEHAVIOR IN ADOLESCENTS FROM BROKEN FAMILIES

Annotation. *This article examines the problems of the formation and reduction of aggressive behavior in adolescents from single-parent families, which are determined by the demographic situation, social consequences, and insufficient research. The study was conducted to identify and systematize the factors influencing the formation of aggressive behavior in adolescents from single-parent families. All theoretical and practical tasks were solved. A literature review revealed that the problem of aggressive behavior among adolescents from single-parent families, as a complex and multifaceted area of scientific and applied knowledge, has some potential for this study. Empirical research (testing) confirmed the hypothesis that the conditions of a single-parent family lead to the formation of aggressive behavior in adolescents, which was also confirmed by correlation analysis. In the process of questioning and observation, the main groups of factors that influence the aggressiveness of adolescents from single-parent families were identified. A classification of factors influencing the aggressiveness of children from single-parent families has been developed. The proposed classification is a tool for scientific analysis and practical activities aimed at ensuring the well-being and psychological health of adolescents from single-parent families.*

Keywords: *single-parent family, adolescents, aggression, causes and factors, classification.*

Introduction

In modern society, the problem of aggressive behavior among adolescents is becoming increasingly relevant. It has a significant impact on the development of adolescents as individuals, affects interpersonal relationships in the family and at school, and reflects the general state of the social environment in the Republic of Kazakhstan. This problem is particularly acute in single-parent families (the number of which is also growing in the country) [1]. It is believed that in single-parent families, children do not have a full family environment due to the absence of one parent. This often leads to a lack of emotional support, stability, and harmonious interaction with both parents. The

choice of topic is also dictated by the need for a comprehensive analysis of the factors that contribute to the development of aggressive behavior in adolescents growing up in single-parent families. Since this category of children are still minors, they have specific difficulties caused by the peculiarities of their family structure. Such characteristics often have a direct impact on the psycho-emotional state of an adolescent child and create the conditions for the development of destructive behavior patterns.

The relevance of the study is determined by the aspects outlined below. The demographic situation is characterized by an increase in the number of single-parent families due to the rise in divorce rates and births outside of marriage, which leads to an increase in the number of adolescents being raised by a single parent (most often the mother). The social consequences are manifested in the aggressive behavior of adolescents from single-parent families, which leads to a deterioration in their academic performance and that of other children, conflicts within the school community, deviant behavior, and even criminality. Insufficient research on the problem. It should be noted that researchers have shown considerable interest in issues of child and adolescent aggression E. LoBraico [2], P. Yang [3], E. Zhaparov [4], E. Mancinelli [5], S. Womack [6] However, despite this interest, the mechanisms by which specific family situations (single-parent families) influence the development of aggressive tendencies remain insufficiently studied.

The aim of the study is to identify and systematize the factors that influence the formation of aggressive behavior in adolescents living in single-parent families. The objectives of the study are defined as follows: theoretical and methodological analysis of scientific literature on the problems of the functioning of single-parent families and aggressive behavior of adolescents from single-parent families; to investigate the relationship between the level of aggression in adolescents and the characteristics of family relationships and upbringing conditions; to identify and systematize the factors that contribute to the development of aggression in adolescents from single-parent families.

The object of the study is adolescents raised in single-parent families. The subject of the study is the factors that lead to the formation of aggressive behavior in adolescents growing up in single-parent families.

Research hypothesis: the structure of an incomplete family can be a serious risk factor for the development of aggressive behavior in adolescents.

The methodological basis is based on a combination of the following methods, which are used to examine the issue in question: literary analysis of scientific literature on the topic; empirical methods (parent questionnaires; adolescent testing; behavioral observation); statistical methods for processing the empirical data obtained; analytical analysis of the data obtained.

Working hypothesis: it is assumed that living in a single-parent family contributes to an increased likelihood of aggressive behavior in adolescents due to a combination of unfavorable factors.

This study on the factors that shape aggressive behavior in adolescents from single-parent families aims to deepen our understanding of the socialization processes of adolescents in difficult life circumstances. It has high scientific and practical value, as it has made it possible to identify the main factors and propose effective preventive measures aimed at harmonizing child-parent relationships in single-parent families and reducing the level of aggression among the younger generation growing up in single-parent families.

Materials and methods

A literature review was conducted. The research materials included scientific sources on the research topic: monographs, dissertations, scientific publications, and others.

The empirical research materials were the results obtained during the study (observation protocols, questionnaires, test results, and analyses).

The study was conducted over one quarter at Secondary School №35 in Pavlodar. Sixty-four students participated in the study (32 in the EG and 32 in the CG). The first experimental group included children from single-parent families. The second, control group included children from two-parent families. Both groups had an equal number of boys and girls. The criteria for inclusion of adolescents in the experimental group were: age 12 to 15 years; living with one parent for at least the last two years; consent of the adolescent and his or her parent or legal representative. The selected group of children in the control group was comparable to the experimental group in terms of age and level of education.

Aggression in adolescents was assessed using three methods:

1. A questionnaire for diagnosing aggression levels, proposed by Bass-Darkie, edited by A.K. Ositsky, A.A. Khvan, et al. Within its framework, the Bass-Darkie questionnaire, adapted by A.K. Ositsky, A.A. Khvan, et al., which allows for the assessment of eight components that characterize aggressive behavior in humans: physical aggression, indirect aggression, irritability, negativism, resentment, suspiciousness, verbal aggression, and guilt. The norm for aggression is 21 ± 4 points. The norm for hostility is $6.5 - 7 \pm 3$ points.

2. Aggression test questionnaire by C.D. Spielberger, edited by Yu. L. Khaninia. C.D. Spielberger's questionnaire, adapted by Y.L. Khanin. Allows for the assessment of two types of aggression: reactive, indicating short-term aggression; and personal, indicating stable traits of aggression in a person's character.

3. The projective perception technique «Drawing of a Non-Existent Animal», developed by M.Z. Dukarevich to study personality traits, unconscious conflicts, attitudes, and needs of test subjects through creativity and imagination. Participants were asked to

invent and depict a non-existent animal and answer a series of questions about its lifestyle, preferences, interaction with the environment, ways of fighting enemies, etc., allowing to reveal hidden emotional experiences, internal conflicts, and features of self-perception in adolescents. In our study, special attention was paid to the symbolic representation of the absence of one of the parents in the drawings of adolescents from single-parent families. Statistical processing of the data obtained was carried out using the SPSS Statistics 16.0 program. In the process, the sample was checked for normal distribution and the relationship between aggression according to different methods was established, as well as differences in the manifestation of aggression in adolescents from different groups using the Mann-Whitney U test and Pearson's correlation coefficient.

The next stage involved conducting a survey and observation. A questionnaire survey of parents of adolescents from single-parent families was used to establish the causes of aggression in their children. For this purpose, a specially designed questionnaire was used, which included questions on all areas that would allow the main groups of factors influencing the emergence of aggression in children to be identified. A total of 32 parents were surveyed.

Methods of observing adolescents were used, with the participation of teachers and school psychologists (4 people), who recorded cases of aggression among adolescents at school and investigated their causes.

The study was conducted in accordance with generally accepted international ethical standards. Participation in the study was voluntary. The confidentiality of all personal data obtained was ensured. Each participant received information about the objectives and content of the study prior to its commencement. Consent was obtained from all participants.

Thus, the selected materials and methods made it possible to comprehensively study the problem of aggressive behavior in adolescents from single-parent families and identify the factors influencing it. At the same time, the reliability and validity of the results obtained in the course of the study were ensured.

Results and discussion

The characteristics of single-parent families have been identified. Single-parent families are characterized by the presence of one parent who performs the functions of both mother and father [7]. Single-parent families create special conditions for raising children, which differ greatly from traditional two-parent families [8]. The problems of the family and childhood in general, and single-parent families in particular, are considered in both domestic and foreign contemporary studies [9]. Foreign studies include the works of Anderson E. Koyama [10], A. Perez-Gramaje [11], X. Li [12], and R. Navarro [13]. They highlight the main reasons for the formation of single-parent families, including: divorce and separation of parents; loss of a spouse due to illness or accident; refusal of paternity or

maternity; deprivation of parental rights of one of the parents. Similar reasons are noted in Kazakhstani sources [14; 15]. Another modern cause is the birth of children outside of marriage [16]. All scientific studies show that such circumstances have a significant impact on the emotional well-being of family members, the quality of communication, and the degree of life satisfaction, and are especially pronounced in adolescents.

According to a group of authors, adolescent aggression should be understood as destructive forms of behavior that differ from normal behavior and can manifest themselves in hetero- and autoaggression, as well as addictive and suicidal behavior [17].

An analysis of scientific publications indicates the presence of previously identified factors that contribute to the intensification of aggressive behavior in adolescents from single-parent families. These factors are most often divided into three groups: family [18]; individual psychological [19] and social [20].

It has been established that modern approaches to studying the problem of aggressive behavior in adolescents from single-parent families include a comprehensive, situational-dynamic, and resource-based approach. The first is based on combining knowledge and experience in the fields of sociology, pedagogy, and psychology. The second considers the dynamics of changes in adolescent behavior depending on circumstances. The third is focused on identifying and utilizing the strengths of the family and the adolescent. In our opinion, the most effective approach is a comprehensive one that combines several areas and ensures greater effectiveness.

The results of the level of aggression in the studied children according to the Bass-Darky method, adapted by A.K. Osnitsky, A.A. Khvan, and others, are shown in Figure 1.

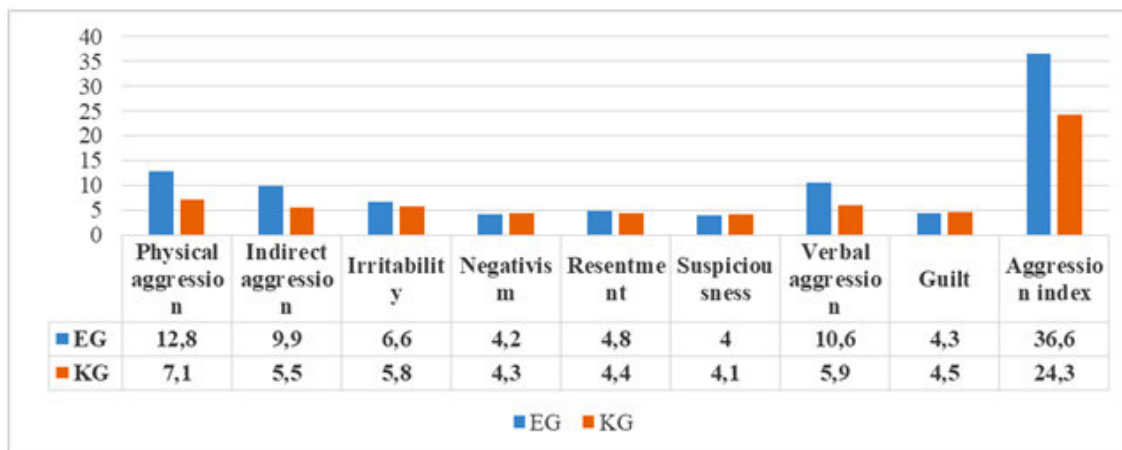


Figure 1 – Results of the assessment of aggression in adolescents (Bass-Darky method)

The data obtained show significant differences in the level of aggression between adolescents from single-parent and two-parent families. Children from single-parent families have a higher level of aggression, especially in open forms of aggression (physical and verbal aggression), which indicates that they have a tendency to use direct aggressive actions. Some indicators (irritability, negativism, suspiciousness) show virtually no difference between the groups, suggesting that family circumstances mainly influence external manifestations of aggression rather than internal tension and hidden hostility.

The aggression index is defined as the sum of the main components of aggression: physical aggression, indirect aggression, irritability, and verbal aggression. The norm for aggression is 21 ± 4 points. The experimental group scored $12.8 + 9.9 + 6.6 + 10.6 = 36.6$, which is much higher than the norm. The control group scored $7.1 + 5.5 + 5.8 + 5.9 = 24.3$, which is slightly above the norm, which is typical for adolescents. The overall aggression index in the experimental group far exceeds that of adolescents from intact families (36.6 vs. 24.3 points), which highlights the severity of the problem among children from single-parent families and points to the need to take measures to reduce aggression and identify its causes.

The results of the aggression assessment using the Spielberger questionnaire (edited by Y.L. Khaninina) are shown in Figure 2.

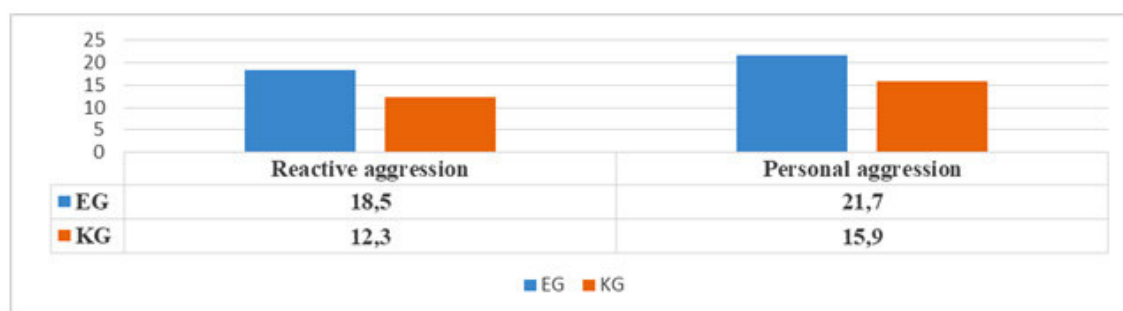


Figure 2 – Aggression assessment results (C.D. Spielberger test)

The results show that adolescents from single-parent families (experimental group) have higher levels of both reactive and personal aggression. Compared to adolescents from two-parent families (control group), they score 6.2 points higher (reactive aggression) and 5.6 points higher (personal aggression). Overall, reactive aggression among adolescents from single-parent families is 50.4% higher, which indicates greater sensitivity to external stimuli and a tendency toward quick aggressive reactions. Meanwhile, personal aggression is more than 36% higher, indicating the presence of stable aggressive character traits formed under the influence of unfavorable conditions, probably due to a non-standard family atmosphere.

The results of the study using the projective perception technique «Drawing of a Non-Existent Animal» were obtained based on the following main criteria: 1) symbolic presence or absence of a parental figure; 2) central location as a sign of inner balance and confidence; 3) color palette as an indicator of personal qualities; 4) animal names, specific or abstract (fantasy), as an indicator of inner calm or resistance. The results are summarized in Table 1.

Table 1 – Results of the study on projective perception «Drawing of a non-existent animal»

Types of aggression	Experimental group	Control group	Difference
Anthropomorphic elements and images of protection	Often, No	Rarely, Present	++
Color scheme (brightness)	Average	High	–
Composition (layout)	Top third of the page	Middle part of the sheet	+
Shapes (angularity)	Frequently	Rarely	++
Names (concreteness-fantasy)	Moderate fantasy	High fantasy	–

The data obtained indicates that adolescents from single-parent families used anthropomorphic elements (hands, feet, heads, similar to human ones) much more frequently, which suggests their subconscious attempt to compensate for the loss of contact with the absent parent. There are no images associated with protection, care, or guidance. The drawings are shifted to the upper part of the sheet, which indicates compensation for the lack of parental recognition and approval. Angular shapes and protective structures (spikes, armor, thorns) and dark gray colors predominate, indicating increased anxiety, a sense of danger, and a need to defend oneself from the outside world. The moderate imagination in the names of animals indicates some internal resistance to immersion in fantasy, probably as an attempt to maintain a connection with reality and avoid the painful awareness of the loss of a parent.

Teenagers from complete families rarely use anthropomorphic elements, which indicates that they have little need for a substitute adult presence. The drawings were located in the middle of the sheet, which indicates inner balance, confidence, and no acute need to attract attention. Soft, rounded shapes and bright, light colors predominated in the drawings, indicating their comfortable emotional state and lack of constant readiness to defend themselves. The names of the animals were characterized by vivid imagination and originality, indicating free imagination, creative activity, and self-confidence.

During the study, statistically significant correlations were identified between different types of aggression in adolescents from the experimental and control groups. Thus, the following significant correlations were identified in adolescents from single-

parent families: physical aggression is strongly associated with verbal aggression ($\rho=0.82$), which indicates a tendency to combine physical and verbal forms of aggression. Perhaps these conditions are associated with accumulated internal tensions or a lack of more constructive ways of expressing emotions; physical aggression also correlates highly with reactive aggression ($\rho=0.65$), which may mean that adolescents from single-parent families respond to external stimuli with immediate aggressive actions; Verbal aggression is closely related to indirect aggression ($\rho=0.76$), which indicates the variety of aggressive strategies used by these adolescents to achieve their goals or relieve internal discomfort (). Anthropomorphic elements and angular shapes in projective drawings by children from single-parent families show a moderate correlation with physical and verbal aggression ($\rho=0.54$), indicating that projective techniques reflect real behavioral manifestations of aggression, probably caused by the absence of one parent. The correlations obtained indicate that adolescents from single-parent families use a wide range of aggressive strategies, exhibiting physical, verbal, and indirect aggression simultaneously. The multiplicity of forms of aggression in such children may be the result of chronic emotional distress and a lack of positive examples of constructive behavior caused by the conditions of a single-parent family.

Meanwhile, in the control group of adolescents from intact families, the following significant correlations were identified: reactive aggression is closely related to personal aggression (but the absolute values of aggression in this group are lower than in the EG), which indicates the stability of aggressive reactions and their consolidation as a personality trait, which is probably associated with the peculiarities of adolescence. The bright color scheme of the drawings correlates with a low level of physical aggression ($\rho=-0.3$), which indicates a more positive mood and a lower tendency toward overt aggressive actions. The central location of the drawing on the sheet is associated with a low degree of irritability ($\rho=-0.2$), which indicates inner balance and self-confidence. High imagination in animal names correlates weakly negatively with feelings of guilt ($\rho=-0.2$), which may indicate freedom of self-expression and a lower tendency toward self-reflection and self-blame. The correlations obtained show that adolescents from intact families are characterized by a more stable emotional state. They use more constructive ways of expressing emotions and are less prone to chronic stress and internal conflicts.

In the course of studying the relationship between the level of aggression in adolescents and the characteristics of family relationships and upbringing conditions, based on the results of a parent questionnaire and teacher observations, the main factors influencing aggression in adolescents raised in single-parent families were identified.

Results of a survey of parents of adolescents from single-parent families. The most common reason for family breakdown is parental divorce (65%). Other significant reasons include: death of a spouse (15%); refusal of paternity or maternity (10%); and deprivation

of parental rights (5%). Frequency of aggression by the child at home: periodically (35%), rarely (30%), often (15%), and constantly (10%). Only a small proportion of children do not display aggression at home at all (10%). Almost half of parents note a deterioration in their child's behavior after contact with the parent who left the family (45%), while the rest do not see such a connection (55%). A significant proportion of parents believe that their children lack attention from the absent parent (60%), while a smaller proportion deny the existence of such a problem (40%). Signs of depression or anxiety were observed in the child (40%), while no such signs were noted (60%). Ways for children to cope with stress. Most often, children cope with stress by communicating with friends (55%) or participating in sports and hobbies (40%). They withdraw into themselves and display aggression (30% each). Most parents are aware of their children's friends and acquaintances (60%), while 40% are unaware of their child's social circle. There are slight differences in children's participation in extracurricular activities: less than half of children participate in school and extracurricular activities (45%), while the rest do not (55%). Approximately one in three children had experienced or witnessed bullying or harassment (30%), while two-thirds of children had avoided or not experienced such incidents (70%). Fifty percent of parents considered communication with peers to be sufficient, while the rest indicated that it was insufficient. Based on the data obtained (parents' opinions), four main groups of factors influencing the aggressiveness of children from single-parent families were identified. Family circumstances: parental divorce; conflicts and tension after contact with former partners. Psychological factors: children's feeling of lack of attention from the absent parent; symptoms of depression and increased anxiety. Social factors: limited parental awareness of the child's social environment; lack of active participation in social and school activities; exposure to bullying and harassment. Individual behavioral responses to stress: withdrawal as a reaction to difficulties; aggression as a response mechanism to stress. It should be noted that these groups of factors are interrelated and contribute to increased aggression in children from single-parent families.

The results of observations made by teachers and school psychologists have been grouped into the main causes of aggressive behavior among adolescents from single-parent families: family conflicts – 53%; lack of attention from parents – 41%; financial instability in the family – 34%; problems with learning and poor academic performance – 44%; unfavorable social circle – 25%; bullying or harassment by peers – 30%. The data obtained (teachers' observations) also made it possible to identify four main groups of factors that have a significant impact on the manifestation of aggressive behavior in adolescents from single-parent families. Family relationships and the atmosphere at home, which reflect the direct influence of the family environment on adolescent behavior: conflicts in the family; lack of attention from parents. The socio-economic status of the family, expressed in financial instability, as material problems usually cause anxiety in

adolescents and manifest themselves in aggressive actions. The psychological state of the teenager is expressed in problems with academic performance and reflects internal tension and dissatisfaction with oneself, contributing to the accumulation of internal tension, which is expressed in aggression. External environment and interpersonal relationships: an unfavorable social circle reinforces the tendency toward aggressive behavior and forms negative response patterns; bullying or harassment leads to severe stress and resentment. The desire to defend oneself against such incidents is often expressed in retaliatory aggression.

Systematization of the identified factors allowed them to be grouped into a general classification of influences on aggression in adolescents from single-parent families, which is schematically shown in Figure 3.

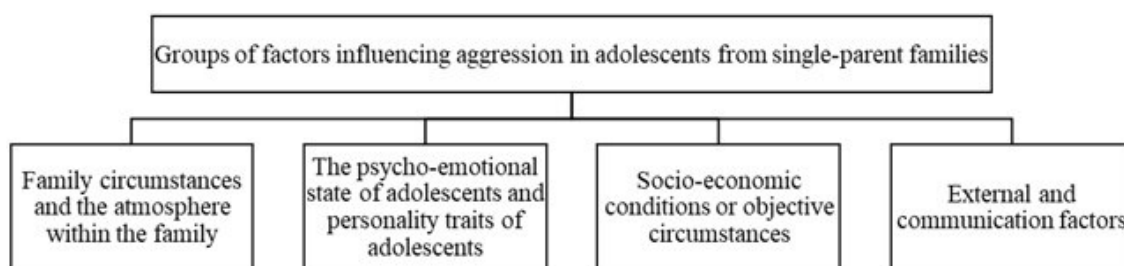


Figure 3 – Classification of factors influencing aggression in adolescents from single-parent families

First group. Family circumstances and the atmosphere within the family combine factors directly related to living conditions and interactions within the family: frequent conflicts within the family; a perceived lack of attention from the remaining parent; the consequences of parental divorce; increased tension after contact with the absent parent. Second group. The psycho-emotional state of the adolescent and personality traits: cases of depression and increased anxiety; difficulties in learning and poor academic performance; insufficient communication with peers. Third group. Socio-economic conditions or objective circumstances that may have an additional impact on the adolescent: material and financial instability in the family; limited participation of the adolescent in school and extracurricular activities. Fourth group. External environmental and communication factors that reflect the influence of the external environment and the nature of the adolescent's relationship with the outside world: unfavorable social circle; encounters with bullying and harassment by peers; reaction to stress and resentment with aggression.

All of the above groups of factors are interrelated and form a unified system of negative influences on the personality of adolescents from single-parent families.

This study takes into account the results obtained by these authors and supplements them in certain areas. At the same time, this study is characterized by a more comprehensive approach, as it includes both theoretical and empirical research. The latter focused on two important areas that have not been systematically addressed in other studies. As a result, the facts and direction of aggression among adolescents from single-parent families were identified and the factors influencing aggression among such adolescents were established and systematized.

The scientific novelty and practical significance of this study are evident in its comprehensive nature. The classification presented provides conceptual practical knowledge in the field of influencing factors and can be used by specialists in various fields (teachers, psychologists, social workers, and medical personnel), which is important when working with single-parent families and minors. It opens up opportunities for the development of effective preventive and corrective measures aimed at reducing the level of aggression and supporting the harmonious development of adolescents from single-parent families. In addition, the results of the study indicate the importance of paying close attention to the emotional state of adolescents from single-parent families and the social conditions in which they are raised, and confirm the need to provide them with special psychological support and individual guidance, as well as providing specialized assistance to single parents in creating a favorable emotional climate and developing healthy models of interaction with adolescent children. These issues may be addressed in future studies.

Conclusion

The literature review showed that the problem of aggressive behavior among adolescents from single-parent families is a complex and multifaceted area that is being studied in scientific and applied research.

The empirical study convincingly confirms the hypothesis that a single-parent family is a serious risk factor for the development of aggressive behavior in adolescents. Two methods have established that children from single-parent families have a higher level of aggression than children from two-parent families. The «Drawing of a Non-Existent Animal» method revealed deep emotional experiences among adolescents from single-parent families. The symbolic reflection of the absence of one of their parents was manifested through anthropomorphic elements, an upward shift in the composition, a predominance of sharp shapes and protective structures, as well as a reduced brightness of the color scheme. Correlation analysis revealed significant links between different types of aggression in children from single-parent families, leading to the following conclusions: adolescents from single-parent families exhibit a variety of aggressive behaviors that are closely interrelated. Such indicators usually indicate chronic emotional instability, a lack of positive experiences, and difficulties in socialization. Meanwhile, adolescents

from intact families exhibit less intense forms of aggression, which are more likely to be established as personal adolescent traits rather than a reaction to external stress. Thus, the correlation analysis confirms the hypothesis that family structure significantly influences the formation and manifestation of aggressive behavior in adolescents.

The data obtained from parents and teachers made it possible to identify the main factors that influence the aggressiveness of adolescents from single-parent families. The proposed classification of factors influencing aggression in adolescents from single-parent families is a well-founded and practically oriented scheme designed to examine the mechanisms of aggressive behavior formation in this category of minors. The classification includes four key groups of factors: family circumstances and the atmosphere within the family, the socio-economic status of the family, the psychological state of the adolescent, and external environmental and communicative conditions. The systematization of influencing factors is aimed at a deeper understanding of the nature of aggression in adolescents from single-parent families. It should enable specialists in the field of educational and social psychology to identify adverse effects and respond to potential threats in a timely manner. The comprehensive approach underlying the classification indicates that when studying problems related to aggression in adolescents from single-parent families who are particularly vulnerable in the face of many difficulties, it is necessary to take into account multiple risk factors in terms of their interrelationships. The use of the proposed classification opens up broad opportunities for the development of effective preventive and corrective measures aimed at reducing the level of aggression and supporting the more harmonious development of adolescents from single-parent families.

The need for further study is due to the insufficiency of existing knowledge about the mechanisms of aggression formation and effective methods of its prevention and correction. The most important task for future research is to develop practical recommendations for creating favorable conditions for raising adolescents in single-parent families.

Contribution of the authors

Urazova M.B. – made a key contribution to the conceptualization of the study and the development of its theoretical framework. She formulated the research problem, defined the goals and objectives of the study, and developed the general methodological framework of the work. She conducted an extensive review of the literature on the subject, systematized existing theoretical approaches, and identified gaps in scientific knowledge that require further study. She also participated in the development of the research design and the selection of data analysis methods. She was responsible for structuring the text of the article and writing the introduction, theoretical part, and section describing the research methodology. In addition, she coordinated the work of the entire research team, ensuring consistency at various stages of the project, and participated in the final editing of the manuscript before its submission to a scientific journal.

Rakhimzhanova A.B. – focused primarily on the experimental component of the study. She developed a detailed plan for conducting the empirical study, including defining the parameters of the experiment, the criteria for selecting participants, and the data collection procedures. The second author directly organized and conducted the experimental work, including the preparation of the necessary equipment, materials, and measurement instruments. She monitored the quality of the data collected at all stages of the experiment and ensured compliance with the research protocol. She performed the initial processing of the experimental data obtained and carried out a statistical analysis of the results using appropriate methods and software. She created graphic materials, including diagrams, graphs, and tables, visualizing the main results of the experimental work. She also took an active part in writing the section describing the course of the experiment and the results obtained, as well as in interpreting the experimental data in the context of the research questions posed.

Mussinova Z.N. – also made a significant contribution to the experimental part of the study, supplementing and expanding on the work of the second author. She participated in the experimental procedures, collecting primary data and recording observations in accordance with the established protocol. She was responsible for conducting additional series of experiments aimed at verifying the results obtained and testing alternative hypotheses. She performed an in-depth analysis of the experimental data, applying advanced statistical methods and mathematical modeling techniques to identify hidden patterns and relationships. The third author critically assessed the reliability and validity of the experimental results obtained, identified possible sources of systematic errors, and suggested ways to minimize them in further research. She prepared additional materials and appendices containing detailed experiment protocols and extended data analysis results. The third author participated in writing the discussion section of the article, where the experimental results obtained were compared with data from other studies, the limitations of the experimental work carried out were discussed, and directions for future experimental research were formulated. In addition, she contributed to the formulation of practical recommendations based on the results of the experiments.

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**Толық емес отбасылардан шыққан
жасөспірімдерде агрессивті мінез-құлықтың
дамуына ықпал ететін факторлар**

Аннотация. Бұл мақалада демографиялық жағдаймен, әлеуметтік салдармен, зерттеулердің жеткіліксіздігімен анықталатын толық емес отбасылардағы жасөспірімдердегі агрессивті мінез-құлықтың қалыптасуы мен төмендеуінің мәселелері қарастырылады. Зерттеу толық емес отбасылардан шыққан жасөспірімдерде агрессивті мінез-құлықтың қалыптасуына әсер ететін факторларды анықтау және жүйелеу мақсатында жүргізілді. Барлық теориялық және практикалық тапсырмалар шешілді. Әдебиеттерге шолу толық емес отбасылардағы жасөспірімдер арасындағы агрессивті мінез-құлық проблемасы ғылыми және қолданбалы білімнің күрделі және көп қырлы саласы ретінде бұл зерттеу үшін белгілі бір әлеуетке ие екендігін анықтады. Эмпирикалық зерттеулер (тестілеу) толық емес отбасының жағдайлары жасөспірімдерде агрессивті мінез-құлықтың қалыптасуына әкеледі деген гипотезаны растады, бұл корреляциялық талдаумен де расталды. Сұрақ қою және бақылау процесінде толық емес отбасылардан шыққан жасөспірімдердің агрессивтілігіне әсер ететін факторлардың негізгі топтары анықталды. Толық емес отбасылардағы балалардың агрессивтілігіне әсер ететін факторлардың жіктелуі жасалды. Ұсынылған классификация толық емес отбасылардағы жасөспірімдердің әл-ауқаты мен психологиялық денсаулығын қамтамасыз етуге бағытталған ғылыми талдау мен практикалық іс-әрекеттің құралы болып табылады.

Кілтті сөздер: толық емес отбасы, жасөспірімдер, агрессия, себептері мен факторлары, жіктелуі.

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Факторы, способствующие развитию агрессивного поведения у подростков из неполных семей

Аннотация. В данной статье рассматриваются проблемы формирования и снижения агрессивного поведения у подростков из неполных семей, которые определяются демографической ситуацией, социальными последствиями и недостаточной изученностью. Исследование проводилось с целью выявления и систематизации факторов, влияющих на формирование агрессивного поведения у подростков из неполных семей. Все теоретические и практические задачи были решены. Обзор литературы показал, что проблема агрессивного поведения подростков из неполных семей как сложная и многогранная область научных и прикладных знаний имеет определенный потенциал для настоящего исследования. Эмпирическое исследование (тестирование) подтвердило гипотезу о том, что условия неполной семьи приводят к формированию агрессивного поведения у подростков, что также было подтверждено корреляционным анализом. В процессе анкетирования и наблюдения были выявлены основные группы факторов, влияющих на агрессивность подростков из неполных семей. Разработана классификация факторов, влияющих на агрессивность детей из неполных семей. Предлагаемая классификация является инструментом для научного анализа и практической деятельности, направленной на обеспечение благополучия и психологического здоровья подростков из неполных семей.

Ключевые слова: неполная семья, подростки, агрессия, причины и факторы, классификация.

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