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DIAGNOSTICS AND PREVENTION OF SUICIDAL BEHAVIOR AMONG TEENAGERS

Abstract. This article is devoted to an empirical study of suicidal behavior among adolescents, as well as the process of creating an author's training. Throughout conducting of the research, we proceeded from the fact that today the issue under study is very relevant. The object of our study was adolescents of educational institutions, and the subject of their suicidal behavior.

We conducted a battery of methods consisting of 4 methods: the G. Eisenck questionnaire, the "Incomplete offers" method, the Albert Ellis test, and the method of studying the locus of control of J. Rotter. The study revealed that mainly modern adolescents have high personal anxiety, as well as the negative perception of the people around them, as a result of which, mostly adolescents find neither support nor help from people close to them. Most adolescents showed high rates on the scales of "Catastrophization", "Commitment in relation to oneself". The locus of control is mostly external to them, which indicates that adolescents tend to attribute their failures to external factors. Based on the results obtained, training was proposed that will contribute to the correction of these factors, as a result of which it will help in the prevention of suicidal behavior among adolescents.

Key words: suicidal behavior, adolescents, external and internal factors, author's training.

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Жасөспірімдер арасындағы суицидтің алдын-алу және диагностика

Аңдатпа. Бұл мақала жасөспірімдердің арасындағы өз-өзіне қол жұмсау әрекетінің эмпирикалық зерттеуіне арналған. Сонымен қатар, авторлық тренингтің дайындалу процесіне арналған. Ғылыми тәжірибені өткізу барысында біз бүгінгі күні қаралып отырған сұрақтың өзекті екендігіне назар аудардық. Ғылыми тәжірибенің объектісі ретінде жалпы білім беру мекемелерінің жасөспірімдері, ал тақырып ретінде олардың суицидтік мінез құлығы қарастырылды. Біздің зерттеуіміздің мақсаты – суицидтік мінез-құлықтың алдын алу және диагностика жасау.

Біз 4 әдістен тұратын әдістер батареясын жүргіздік: Г.Айзенктің сауалнамасы, "Аяқталмаған сөйлемдер" әдісі, Альберт Эллистің сынақтамасы (тест) және Дж. Роттердің телу локусы зерттеу әдісі. Зерттеу барысында анықталғаны, негізінен заманауи жасөспірімдер арасында тұлғалық қобалжу жоғары, сонымен қатар өзін қоршаған адамдарды негативті түрде қабылдайтындықтан жасөспірімдер жақын адамдарынан қолдау да көмек те таба алмайды. Жасөспірімдердің басым көпшілігінен "Барлығын бүйіктіру (Катастрификация)", "Өзіне байланысты міндеттеу" шкалалары

бойынша жоғары көрсеткіштер алынды. Оларда негізінен телу локусы сыртқы, осыдан шығатыны жасөспірімдер өздерінің сәтсіздіктерін сыртқы факторлармен байланыстырады. Алынған нәтижелерден айтылған факторлардың әсерін азайтатын тренинг ұсынылды, нәтижесінде жасөспірімдер арасындағы суицидтік қылықтың алдын алуға көмектеседі.

Түйін сөздер: суицидтік мінез-құлық, жасөспірімдер, сыртқы және ішкі факторлар, автордың дайындығы.

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Диагностика и профилактика суицидального поведения среди подростков

Абстракт. Данная статья посвящена эмпирическому исследованию суицидального поведения среди подростков, а также процессу создания авторского тренинга. При проведении исследования мы исходили из того, что на сегодняшний день данный вопрос является очень актуальным. Объектом нашего исследования были подростки общеобразовательных учреждений, а предметом – их суицидальное поведение.

Мы провели батарею методик, состоящих из 4 методов: опросник Г. Айзенка, метод «Незаконченные предложения», тест Альберта Эллиса и методика исследования локуса-контроля Дж. Роттера. В ходе исследования было выявлено, что в основном у современных подростков высокая личностная тревожность, а также негативное восприятие окружающих его людей в следствии чего, в основном подростки не находят ни поддержки, ни помощи со стороны близких ему людей. У большинства подростков были выявлены высокие показатели по шкалам «Катастрофизация», «Долженствование в отношении себя». Локус-контроля в основном у них внешний, что свидетельствует о том, что подростки склонны приписывать свои неудачи внешним факторам. Исходя из полученных результатов, был предложен тренинг, который будет способствовать коррекции данных факторов, вследствие чего поможет в профилактике суицидального поведения среди подростков.

Ключевые слова: суицидальное поведение, подростки, внешние и внутренние факторы, авторский тренинг.

Introduction

In Kazakhstan, among the main causes of children and adolescents' death, suicide takes the second place, there is a high level at the age of 10 to 14 years. Every year, every 12 teenagers attempt suicide. And though girls have more suicide attempts, boys have precisely the greater number of already completed suicide. As we know, there are various internal and external factors in the development of suicidal behavior. In the survey, we found out that today almost every second teenager thought about death in an unnatural way. As we know, adolescents take their own lives not because they want to die, but because they can not cope with the pain they experience. On the following questions, clarifying the causes of these irrational thoughts, we revealed an interesting connection between their assessment of the world around them, the processing of this

information and emotions. As a result, a change in the emotional state and behavior in general.

According to some studies (Essau et al. 2012), modern adolescents have an increased anxiety. Naturally heightened personal anxiety has a negative effect on relationships with all those around him, as well as on school performance and of course increases the risk of attempted suicidal behavior (Fletcher, 2008). Psychological treatments are effective in treating anxiety disorders in adolescents (James et al. 2013; Reynolds et al. 2012). It has also been previously discovered that suicidal individuals show a higher level of hopelessness (Braun, 2006), have irrational beliefs (Ellis, 2006), perfectionism (Hewitt, 2006), and deficiency in problem solving (Reinecke, 2006). Brown G.K. and Beck A.T. consider that cognitive biases play an integral role in the development and maintenance of suicidal ideation and behavior (Wenzel, 2009).

In accordance with the theory of interpersonal relationships (Cerel J, 2008), in the study of adolescents, it is necessary that all components comprise three components: these are behavioral, emotional, and social. According to this theory, emotions and feelings are negative, when people communicate with each other, they can lead to suicide. Social exclusion has been recognized as one of the most important factors in suicidal behavior in adolescents (Van Orden KA, 2010). Therefore, when building any training, it is necessary to do exercises for the development of communication skills.

And finally, family relationships (Moskos M, 2005). They have an emotional dependence on them. If the family's psychological climate is favorable, then she feels safe, both at home and outside. And, on the contrary, it is adapted to the outside world. Basically, these are negative emotions, and accordingly negative thoughts that lead to a depressive state, as well as to subsequent suicidal behavior. Ideally, working not only with adolescents, but also with their parents would give more effect and faster. And therefore, we also plan to create training for parents on the prevention of suicidal behavior among students in secondary schools. For parents, one can conduct not only trainings, but also seminars where they can learn about the psychological as well as emotional needs of their children. What kind of support does a modern teenager need today.

Since most of the studies were conducted abroad, we decided to find out how much these factors will be reflected in our adolescents. The psychological tools were built in such a way as to identify both internal factors and external factors that are predictors of suicidal behavior. The criteria for determining the suicidal orientation will be: increased personal anxiety, frustration, negative perception of others, the desire to change it and the inability to independently find ways to solve this problem, as well as the lack of a conscious desire for life. The risk of committing suicide increases the more the listed features are more clearly expressed. Correctional work with adolescents with the above features is designed to reduce the level of personal anxiety, to understand the adolescent's desire to preserve their own lives, a new perception of the environment and the ability to make plans for the future and implement them, as well as changing the locus of control from external to internal, will help teenagers realize that they are the masters of their life.

Purpose of the study

After conducting the study, we found out that it was necessary to create a battery of psychological techniques in which there should be no questions

and no mention of death, but nevertheless, these methods were valid, in other words, they really showed teenagers who are prone to suicidal behavior, as well as to identify suicidal thoughts. That purpose of our study was to identify the external and internal factors of suicidal behavior among adolescents and based on the results of the author's training for its prevention.

Research methods

The first technique that we used was the "G. Aysenka Questionnaire", which includes a description of various mental states, the presence of which the subject must confirm or deny. The questionnaire makes it possible to determine the level of anxiety, frustration, aggression and rigidity.

The second method - the "Incomplete offers" method is a projective method that allows you to directionally find out the subject's attitude to others and to himself, fears and concerns. Some groups of proposals are related to the past and future, affect relationships with parents, teachers and friends, as well as goals and plans for the future. The test includes 30 unfinished sentences, which can be divided into 11 groups. And for each group of sentences a characteristic is derived that defines a given system of relations as positive, negative, or indifferent.

The next methodology is A. Ellis's "Methodology for Diagnosing Irrational Attitudes" (Ellis, 2010). All our negative emotions do not appear as a result of events that have occurred, but as a result of negative interpretation due to irrational beliefs learned from the immediate environment from childhood or throughout life. This technique is designed to identify these very irrational attitudes, as well as to recognize their negative impact on emotions and thereby bring the person closer to a state of emotional well-being.

And the last one, this is a technique for studying the locus of control of J. Rotter. By the "locus of control" is meant a stable personality characteristic that reflects a person's predisposition to explain the causes of events by external or internal factors. The proposed methodology distinguishes two types of locus of control: external (responsibility for the successes and failures of one's life is attributed to external circumstances) and internal (responsibility is attributed to oneself).

Main part

The total sample size of the study was $n = 100$, among them boys = 54 and girls = 46, aged 15-17 years ($M = 16.4$), of which 14% were 15-year-olds, 29% were 16-year-olds and 17 year olds were 57%. Initially, the entire sample was divided into 2

groups: the experimental group (50%) was made up of those who attempted suicide, or suicidal thoughts arose, and the rest group was included in the control group (50%). We selected the experimental group in the course of the conversation with teachers and with adolescents themselves and on the basis of testing results. All participants were schoolchildren of educational institutions of the city of Almaty.

The results of the first method showed that in the experimental group there were high indicators on the anxiety scale ($X_{av} = 17$), according to the results of

the remaining scales they did not differ much from the results of adolescents in the control group.

The following methodology showed us external factors that will be predictors of suicidal behavior and those diagnostic markers that we will work with in the future when developing the training. We conducted a frequency analysis, only the results of a positive and negative attitude towards someone or anything were listed in the table. The results of the neutral attitude were not recorded, since it does not have such a semantic load for our study.

Table 1 – The results of the analysis of adolescents according to the method of “unfinished offers”

№	Proposal groups	Positive attitude	Negative attitude
1.	Attitude to father	22%	40%
2.	Attitude to mother	29%	2%
3.	Self attitude	12%	81%
4.	Unrealized opportunities	33%	29%
5.	Attitude towards the future	5%	92%
6.	Attitude to school, to teachers	36%	39%
7.	Fears	12%	55%
8.	Relation to your past	20%	23%
9.	Family attitude	27%	57%
10	Guilt	28%	76%
11	Plans, ideals	7%	23%

As we can see, mostly adolescents in the experimental group have negative relationships with their families, as well as with themselves. However, as we see, the attitude towards the school and teachers was not particularly different from the results of the control group, which suggests that today, the psychological climate in schools in Almaty is quite favorable.

Almost everyone has a negative attitude towards the future, they may not represent themselves in the future, as a result of which there are no plans and, accordingly, attitudes towards them.

Based on the results of 3 methods of A. Ellis’s Methodology for Diagnosing Irrational Attitudes, we can clearly see the presence of irrational attitudes in the experimental group. Many have observed obligation in relation to themselves $X_{av} = 18.9$ (expressed presence of an irrational attitude) and the catastrophization of $X_{av} = 27.4$ (expressed presence of an irrational attitude).

The scale of «catastrophic» reflects people’s perception of various adverse events. A low score on this scale indicates that it is human nature to evaluate each adverse event as terrible and unbearable, while a high score indicates the opposite. The indicators of the “self-commitment” scales indicate the presence of excessively high demands on oneself.

And the last technique that we used in our study was the method of studying the locus of control of J. Rotter. In 36 out of 50 adolescents, the locus of control turned out to be external. The external personality interprets all the events occurring in her life as depending not on them, but on some other forces. Since the external does not feel able to somehow influence its life, to control the development of events. He takes off all responsibility for everything that happens to him. Externalities are characterized by greater comfort, susceptibility to manipulation, they are more compliant and sensitive to the opinions and assessments of others.

Thus, we found out that the internal factors inducing adolescents to suicidal behavior are high anxiety, as well as the presence of irrational attitudes such as catastrophism, self-obliteration, external locus of control, guilt, fears and fears. External factors include negative relationships with the family, with parents, lack of plans for the future.

So, based on the map of building a suicidal personality, we created an author's training for the prevention of suicidal behavior. This training is intended for adolescents and the main goal is the prevention of suicidal behavior. Of course, we took into account both internal and external factors, which in our opinion are predictors of suicidal behavior and which we wrote about earlier in this study. All exercises are selected so that they reduce the level of a factor. We called this training "The Power of Thought!", Because, as we know, changing thoughts, we can change emotions, and changing emotions, we can adjust our behavior. We have already received a certificate on entering information into the state register of rights to objects protected by copyright No. 6060 of October 25, 2019. And in the future we want to introduce it in schools in the city of Almaty and Almaty region. Below we present only the first three exercises aimed at developing communication skills and facilitating the rapid establishment of positive relations among the training participants and cohesion.

Quick Meet Exercise

Equipment: chairs, music player, stopwatch

To carry out this exercise, you need to arrange the chairs in pairs, depending on the number of participants throughout the room. Then announce the instruction: "Dear guys, now I will turn on the music and you will need to move erratically, dancing all over the room, as soon as the music ceases, you need to quickly sit in the first chair that comes across, another member of our group will sit next to you and a couple will form. After that I will ask a specific topic and you will discuss it with your couple for 3 minutes. Then the music turns on again and everything repeats over again." Through the dance movements the barrier will disappear and the unity will appear through the observance of the same movements. If the teenagers are caught while moving, you can show the dance movements to the trainer himself, and then choose one of the teenagers who will set the movement, and the rest just repeat after him. And when the music goes out, and they create couples for communication, teenagers are already open and ready to discuss any topic and share information about themselves.

Approximate topics for discussion: a dream, a hobby, my favorite subject at school, my best day, who I want to become, make 5 compliments to each other, say the best quality of the partner, a funny story from childhood, etc.

Exercise «Royal chair»

Goal: increase self-esteem of adolescents

Everyone sits in a circle and one of the participants is invited to the center. He introduces himself and talks a little about himself. Then each of the participants tells him his best qualities in character, as well as a description of his general and special abilities and his uniqueness. At the end, the central participant thanks everyone and sits in a circle, and another participant takes his place.

This exercise is important to do among teenagers who are familiar with each other, for example with one class, without mixing them with other classes.

Exercise «Emotional Intelligence»

The skill of emotional intelligence is important for every modern teenager in Kazakhstan. Since today it is culturally conditioned in our society that everyone tries to hide their true emotions. And as a result of which it is sometimes difficult to distinguish what emotions one experiences. Secondly, in secondary schools, little time and attention is devoted to the study of emotions. And we consider this to be the key skill of the 21st century, which helps to perceive and assimilate emotions, as well as regulate both our own emotions and the emotions of other people. Emotional intelligence was still needed in the 90s, when research was conducted, which resulted in successes in school, as well as successes in personal life and vice versa. live a happier life. So there is academic intelligence. Emotional intelligence consists of 4 structures: the ability to understand one's own emotions, the ability to understand other people's emotions, the ability to manage their emotions and the ability to manage other people's emotions. Here are 2 exercises for the development of EI.

The ability to understand their own and others' emotions.

In order to develop the skill of understanding emotions, it is necessary for teens to begin to show what emotions exist: all their kinds and the names accordingly. Then, with the help of pre-prepared pictures, teach to recognize emotions. And after that, ask them to write down on a piece of paper the most commonly used emotions and their causes.

The ability to manage your own and others' emotions.

The next skill is very difficult to learn, for this you need an everyday training. Firstly, as we know,

each emotion has its intensity of manifestation. Accordingly, each emotion can be divided into a specific gradation and determine its digital value. Then, at the expense of giving teenagers a try to show its intensity. Next, you need to teach them to evoke one or another emotion and quickly switch to another.

These exercises require special care and observation on the part of the trainer, so that all participants correctly show and name this or that emotion.

At the end, feedback is given which emotions were easy for adolescents and with which they had difficulties.

The remaining exercises are described in the author's training itself. This development can be used by every interested worker in the educational field after passing the theoretical base and gaining practical skills for its implementation. Since the training itself provides only a brief description of each exercise. Also, for the effectiveness of training, we suggest that these exercises be carried out on an ongoing basis until one or another skill is developed, thereby reducing the negative factors that contribute to the development of irrational thoughts leading to suicide. Our task is to train as many teachers and psychologists as possible in the near future.

Conclusions

Diagnosis and prevention of suicidal behavior is a complex and phased process. During the study,

we conducted conversations, as well as diagnostics among students of secondary schools. And they found out that basically many of the tests that they conducted directly or indirectly mentioned death, so many students were outraged by the wording of the questions. Therefore, we tried to choose such methods where suicide will not be mentioned and nevertheless will be a good tool in the diagnosis of suicidal behavior.

The entire study was built in order to identify the internal and external factors of the suicidal behavior of a modern teenager. Based on a theoretical review, it was revealed that adolescents who are prone to suicidal behavior have increased personal anxiety, and also have irrational thinking, in turn, we found out that they mostly also have an external locus of control. External factors were also identified. Among the external factors that were also researchers were friends. We give the opportunity to develop precisely communication skills. Support, support and development assistance spiritually and morally.

The results obtained helped us to develop the training aimed at the prevention of suicidal behavior, which we want to implement in the future as a teenage group, as well as to train both teachers and school psychologists so that they can conduct it on an ongoing basis. The whole training is structured in such a way that these exercises are repeated weekly to achieve the best result in the processing of a particular skill, which is necessary for modern adolescents and employees in the prevention of suicidal behavior.

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