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THE DECISIVE ROLE OF PRIMARY PSYCHOLOGICAL SERVICES IN DETECTION AND PREVENTION OF STUDENT AUTO-DESTRUCTIVE BEHAVIOR

DOI: 10.24234/miopap.v21i1.432

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ABSTRACT

The article deals with the suicides of adolescents and teenagers, in particular, psychological enlightenment, counseling, psychiatric diagnosis and psychotherapy by school psychologists to prevent suicides. Attempts are being made to supply primary psychologists with an idea of the keys to suicide, based on which it will be possible to identify the possible suicidal and prevent the tragedy. Interesting and educating school programs related to suicide prevention and crisis intervention are introduced, which are offered by other countries and it's obvious that their literate, scientifically substantiated localization will enable the effective solution of the given problem. The proposed conclusions are based on the research conducted by the author.

Keywords: *school psychological service, school psychologist, suicide, suicidal, teenager, adolescent, suicidal immunity, suicide keys.*

INTRODUCTION

The changes taking place in the modern world, the extremely hectic pace of life, the high social and psychological demands on people are not for everyone to overcome. Modern man is constantly subjected to various frustrating and stressful influences. Individuals whose psychological defense mechanisms are weaker or who have been under the psycho traumatic influence for a very long time often choose auto aggression as "adaptive" behavior. Nowadays types of autoaggressive actions are much more common than natural destruction. At present, people with pseudo-destructive addiction tend to rejuvenate. Suicide has become the third leading cause of death among teenagers and adolescents after accidents and murders. The primary, especially school psychological service, plays an important role in the diagnosis and rehabilitation of people with such behavior.

The research of the given problem was carried out in four stages:

- Theoretical-searching- relevant literature was studied, research methodology and methods were determined, a work plan was drawn up.

- Experimental-the surveyed populations were selected by the relevant selection staff, research work was carried out, quantitative-qualitative accounting of the results was carried out and statistical analysis of the phenomenon was carried out and implemented.

- Outcome development- experimental data processing, analysis of their theoretical causal relationships were implemented.

- Generalizing-appropriate conclusions were given according to obtained results, as well as prevention models were proposed.

Research tools:

Methods: anamnestic data study, psychological autopsy, retrospective analysis.

Questionnaires /quizzes/: sociological, self-aggression study.

Conversation: clinical, typical interview, individual interview.

View: open, with interruptions, monographic.

Content analysis.

The school psychologist faces various tasks, including psychological enlightenment, psychological prevention, psychological counseling, psychiatric diagnosis, and psychotherapy.

Psychological enlightenment is the emergence of a demand for similar psychological knowledge among parents, educators, and leaders in an educational circle. It is implemented through lectures, speeches, pedagogical readings-seminars, thematic exhibitions, talks, parent club activities, thematic programs, internships, psychological papers for parents, information stands, and other forms.

Psychological prevention is a purposeful systematic work to identify different age groups' potential autodestructive psychological problems and risk group children.

Psychological prevention work is carried out through screening examinations, where all school children are included, to identify children at risk and the need for further psychotherapy work. Psychopathic work assumes helping children during the period of adaptation to the conditions of the given level of education, prevention of psychological overload, which is related to unfavorable living conditions, with the creation of a favorable psychological atmosphere for education and upbringing, as well as effective means of communication.

Psychological diagnosis is the study of the individual characteristics of a student's psychological level, which can be relied on during corrective work, to identify the causes

of problems in development and education. Psychological diagnosis is performed both individually and with a group of students. Psychological correction is a systematic targeted work with children at risk, which provides special assistance to these children and is carried out as a result of cooperative psychological and pedagogical activities.

The notion that juvenile suicidals can not be held back from their decision is based on the misconception that a suicidal decision is insurmountable. However, as V.M. Bekhterev notes "The need for self-destruction that most people have is only a temporary phenomenon. Suicidal failure often restores the life instinct, the desire to live (Lavrin A., 1993). In American suicidologists, N. Farberow and E. Shneidman's works suicide is viewed as a call for unique help to those around us. And the demand for the participation of those around the suicidal in the solution of his/her problems, the readiness to accept the help given to him/her is the bases on which the prevention of suicide can be organized (Edwin S. Shneidman, 2001). In addition, it is very important to take into account the fact that the feelings of a suicidal person are often ambivalent: he/she both wants to live and does not want to: the person is discouraged, but at the same time longs for the hope of salvation. Often the suicidal's for and against desires are so balanced that well-organized prophylactic actions can shift the scales toward the choice of life, giving a positive tone to those afflictions of the soul.

There are several signs or keys to suicide that can be used to identify a potential suicidal and prevent a tragedy. Studies show that almost everyone who thinks about self-destruction informs somehow people around him/her, 70-75% of them reveal their aspirations, look for an opportunity to express themselves, and want to be heard. These aspirations can be expressed in different ways, such as "it is better to die than continue living like this", "I am tired of life", "I can not stand it anymore", etc. Often the judgments are not straightforward but masked and tangled, such as "you do not have to worry about me, I do not want to cause you problems", "I want to sleep and never wake up", "soon, very soon this pain will leave me "..., at first these threats can be an unconscious call for help, defense and intervention. Later, if there is no one who can help the person, the threats can turn into a decision and the latter into action. That is why, regardless of whether the expressions have a real basis or not, they should not be ridiculed. Even, sometimes suicidal signs can be non-verbal. As a rule, preparing for suicide is a "settlement" for one person, for another - the solution of problematic issues, in another case, suicidals can leave their close people valuable personal belongings, write farewell letters. Suicide preparation can sometimes be done very quickly, which is immediately followed by the action, so the above-mentioned phenomena should not be ignored by

school psychologists, teachers and students.

Depressive-anxiety states are also an indicator of the severity of the suicidal threat, as they result in physical and mental exhaustion, narrowing of the conscious field, loss of interests, values, feelings of unhappiness, despair, social isolation, alienation. The up-mentioned personal preconditions, in case of objectively unfavorable conditions, contribute to the formation of a suicidal mindset. The depressive, anxious state of mind is especially important, in which the person realizes his/her inability to resist oppressive feelings and ideas. Such an indicator is the adolescent's character's accent change.

The brightest sign of a possible suicide is a suicidal experience in the past. Often, some suicidal attempts are not taken seriously by the environment, such as when a person takes pills or makes safe cuts on the hands. The above-mentioned are manifestations of chronic auto aggression. However, any such suicidal attempt, no matter how safe, must be taken seriously. Because according to statistics, 12% of those who have done suicide attempts, will repeat it in the next two years. Many of them conclude a failed experiment, and next time perform the suicide attempt in a more organized way. The struggle against suicide is first and foremost a struggle against insecurity, a struggle for the meaning of life. Therefore, the content of preventive work should be the re-evaluation of life, the development of adequate attitudes towards life, the increase of tolerance for psychological effects, the elimination of psychopathological manifestations. These works are especially important in adolescence, as worldviews, enduring values and interests, moral awareness and legal awareness are formed in this age. In addition, destructive tendencies are also characteristic of adolescents. As a result of unfavorable conditions, the process of developing a person can go in the wrong direction and can have various consequences, from criminal behavior to suicide. In general, preventive work should include three stages:

1. Identifying the causes and motives of suicide, studying them.
2. Studying the individual psychological characteristics of potential suicidals.
3. Developing and implementing appropriate preventive measures and ways.

The programs offered by Zener and Lazarus related to suicide prevention and crisis intervention in Swedish schools are very interesting and instructive. It included a three-step procedure: prevention, intervention & monitoring. 330,000 schoolchildren were involved in the program. Teaching for adolescents was organized to develop their self-consciousness and communication skills, alternative conflict resolution skills, knowledge of overcoming stress and coping with group pressures. The youth curriculum was more in-depth. In addition to the above, they were given knowledge about psychological

defense mechanisms, such as where and how to get help for that purpose. This educational program was implemented only by professionals – psychologists and psychotherapists. In addition, crisis teams were formed in each school, which included social workers, psychologists, school social educators, and teachers. Guidelines were developed for the activity of these groups. It was intended to give students insights into suicidal behavior over the age of 15 (Wasserman, 2005). We believe that in the case of introducing foreign advanced experience in the Republic of Armenia in a localized and complex way, the results will also be effective. School psychological services also play an important role in preventing adolescent and teenager suicides as a result of destructive computer games in the country. Let's remember the fact of a teenager's suicide three years ago. A criminal case was initiated in the RA Investigation Committee in connection with the incident, according to Article 110, Part 1 of the RA Criminal Code (causing to commit suicide). There was a rumor that the reason for the boy's suicide was that he had participated in a similar online game. It's a game that's very similar to the popular синий кит (blue whale) game. During the game, the child follows the instructions for 50 days, which at first do not seem dangerous, at the same time the person talking to the child inspires the child to help him overcome his problems. Tasks include waking up early in the morning, drawing on hands signs, pictures and symbols, listening to strange music, and finally self-harm instructions. Adolescents usually refuse to participate in the game after self-harm instructions, but the program that the children entered to play allows them to determine the player's address, location, and as a result, if the child refuses to play, they start threatening him/her. The author of " Синий кит " (Blue whale) is a Russian, he was discovered when 5 teenagers committed suicide at the same day, at the same time in several cities of Russia in 2015.

The school psychologist should not only monitor the behavior of such adolescents and teenagers but also carry out enlightenment activities with parents who should be attentive, try to control the child-computer relationship, and move the field of interest to a healthy lifestyle. There are also Japanese games where different influence technologies are used by the game creators. In previous years, the “Emo” movement was widespread among adolescents in Armenia, which also caused depressive moods and led to suicide attempts. Schools, society, media, police fought against it and achieved a significant result.

Below we present the results of our research, which once again prove that as a result of purposeful, coordinated professional activity of school psychologists, parents, psychiatrists, educators, the following destructive behaviors might not be manifested

among adolescents.

As a teenager, Robert N. was addicted to gambling. His friends, parents and some teachers knew about it. After losing each bet, at first, he showed high aggression, hostility towards others, cursed his own luck, admitted that the cause of failure were his family members, relatives, friends, and then was overwhelmed with depression. At this stage, he stopped eating, lived in his inner world, started smoking fast, biting his nails, and sometimes made cuts in the inner part of the forearm, hit the wall with his head. This went on until one of the relatives paid off the debt. However, the process tended to be repeated periodically. In this case, there were symptoms of gambling, as a result of which suicide became a normal behavior.

The manipulative self-harm was of more interest, which was aimed at influencing those around them. The investigated Marine K. has always kept the family members in a tense situation from adolescence, when they did not fulfill Marine's wishes, she made cuts on the upper limbs with a blade. This behavior has continued for a long time. Marine's limbs were covered with numerous scars. Such simulated behavior was used by her in other situations as well, in a friendly environment, in their classroom, but it was not manifested in an unfamiliar environment. It turned out that until she was 10 years old, Marine lived in her maternal grandmother's house, she was deprived of parental and foster care. She went to school from the age of 7. The parents appeared later and to atone for the sins, raised the child to be capricious and selfish. Later, when the parents wanted to correct their mistakes and behave strictly, Marine resisted and performed manipulative behavior. She was stubborn, selfish, and had difficulty navigating various forms of communication.

We found imitation self-harms. The investigated Hayk B., imitating his elder brother, made cuts in the upper part of his hand. Moreover, he considered enduring the pain to be outside of manliness. To the question that there are more effective ways of expressing masculinity, Hayk answered, "that such behavior is accepted and justified by the authorities".

Superstitious, religious auto-destruction is a special kind of self-harm. Superstition is the belief in the existence of spirits, signs, destiny. This is an expression of uncertainty. In separate cases, a person secures his life activities in various difficult situations by believing in certain signs. The investigated Anahit H. has attended church with her mother from an early age. According to her religious knowledge, mother inspired Anahit that in case of committing any sin, torturing her own body was a justified step to atone for her sins. The mother's "message" was not in vain, after each such incident, she punctured

her own body with needles. And lately, besides torture, she has stopped eating. There were cases when Anahit did not eat for a week. Classmates tried to take Anahit to the doctor several times but in vain. Such fanatics have clear orientations, their own approaches to the world and different aspects of social developments, the symbols that represent them. They are intolerant of other beliefs and convictions.

However, if there is a person with suicidal tendencies in the school, then he/she should be given much attention and professional care. One should never forget how a suicidal person can carry out his/her thoughts of suicide.

The famous Shakespearean dilemma, "To be or not to be", has existed in all historical periods, gaining more and more dimensions, deeper content. This is a universal problem that cannot be eliminated, but it can be prevented (Vardanyan K.Y., 2003).

CONCLUSION

The main goal of the school psychological service is to promote the creation of such psychological and pedagogical emotional conditions which will ensure the students' thorough mental development, mental health maintenance, promoting the acquisition of necessary knowledge about self-harm and suicide among students and teachers, as well as the usage of justified prevention programs at school, the development of suicidal immunity, and, if there are suicidal students, referring them to suicide centers, relevant professional clinics.

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The article submitted and sent to review: 14/11/2021

Accepted for publication: 16/01.2022