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**DECREASING OF AGGRESSIVE BEHAVIOR AT PRESCHOOLERS**

**Specialty: 511.02 - Developmental psychology and educational psychology**

**Summary of the Doctoral Thesis in Psychology**

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The thesis was developed within the Doctoral School of Psychology of the "Ion Creangă" State Pedagogical University

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The defence will take place on 23 of February 2023, at 13.00 in the meeting of the Doctoral Commission within the Doctoral School of Psychology at „Ion Creangă” SPU (Ion Creangă street, No.1, block 2, Senate Hall).

The PhD thesis and the Summary can be consulted at the Scientific Library of „Ion Creangă” State Pedagogical University of Chişinău and on ANACEC web-page ([www.cnaa.md](http://www.cnaa.md)).

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## CONCEPTUAL MARKS OF THE RESEARCH

**The actuality of the subject.** We live today in a society where the complexity of the relationships established between people has led to a change in behaviors and attitudes, but not always in a good direction. Although man can acquire the necessities of life much more easily, the problems that the individual faces have been transferred, in a rather large proportion, to the spiritual area, often being reflected in antisocial behaviors, such as violence - physical or verbal , depression and anxiety, taking refuge in a virtual reality that is sometimes unrelated to what happens in everyday life. It is worrying that some behaviors of this kind appear from a very young age, requiring intervention and psychological assistance, which forces professionals in the field to look for effective solutions to these problems as quickly as possible. The picture of aggression includes both children and parents. In kindergarten, there are increasingly frequent situations in which children between the ages of 4 to 6 show an inability to adapt to group life, demand attention only for themselves and want unlimited and singular access to resources, not holding attention to colleagues - which often puts the educator in situations that are difficult to manage. In the scholarship perspective, the integration of preschoolers with aggressive behaviors in the learning activity will be deficient, on the background of insufficient psychological preparation, if the need to reduce aggressive behaviors is not taken into account. Added to this observation are age and gender peculiarities, the psychological climate in the family and the social status in the group of preschoolers, from the perspective of establishing appropriate social relations with peers. We believe that the development of effective mechanisms to reduce aggressive behaviors in preschoolers, by taking into account the age, gender, family environment and status of the preschooler in the collective, represents a pressing problem and requires a complex study. The methods and techniques for reducing aggression are to be determined, which will give effectiveness to the psychological intervention in aggressive preschoolers.

**Description of the situation in the field and identification of the research problem.** The problem of children with aggressive behaviors attests and emphasizes the need to develop and implement a set of appropriate psychological actions to reduce this behavior in preschoolers. The national educational policies, from the Republic of Moldova and from Romania, the normative acts that regulate violence and aggression (Education Code of the Republic of Moldova, no. 152, of June 17, 2014; Government Decision on the approval of the national strategy "Education for all", for the years 2010- 2020; the Family Code and the Criminal Code, from Romania) regulate the activity of specialists in the field. In the context of the demands and changes in the field of national educational policies, through the research theme, we seek to identify effective solutions for improving and reducing aggressive behaviors in preschoolers. We consider there are insufficient studies on the relationship between aggressive behavior and its reduction in preschoolers, from the perspective of developing programs to support the reduction of this phenomenon, which indicates to us a field at the beginning of exploration. Aggressive behaviors at younger and younger ages are today the focus of researchers and practitioners in the psychological field: Pratibha Reebye [53], Michael Ogundele

[51], Lia Lopes Gonçalves et al. [50], Rosario Cabello et al. [45], Maartje Raaijmakers [52], Vanessa LoBue [49], Petermann Franz and Petermann Ulrike [32], A. R. Barkley [2], Muntean Anca and Ana Munteanu [23], I. Drugaș (coord.) [12], Elena Losî [19,20], Maria Vîrlan [40], D. Ștefăneț [39], etc. Necesitatea intervenției este pusă însă față în față cu dezavantajele care țin în principal de costuri și de perioada lungă în care individul are nevoie de asistență, înaintându-se, în general, cu pași mici și cu probabilitate mare de recidivă. Soluția ar putea fi nu intervenția psihologică de lungă durată, ci antrenarea individului în direcția identificării problemelor cu care se confruntă, a recunoașterii lor și a asimilării unor instrumente cu care să-și controleze stările și să-și asigure echilibrul în plan personal și social.

Petermann Franz and Petermann Ulrike had initiatives in this sense [32]; I. Holdevici [17]; I. Mitrofan [22]; S. Jennings [48]; I. Yalom [43], I. Drugaș [12].

However, customized interventions with faster results are needed, given the fact that, on the one hand, parents today no longer spend enough time with their children: either having an extended work schedule, or going abroad and leaving the children with other relatives, thus lacking the much-needed guidance and affection; on the other hand, very often, children are exposed to an aggressive environment, and the only defense they find is to be aggressive themselves.

We thus arrive at the need to identify a set of adapted and customized tools, so that the psychological intervention is not long-lasting, burdensome, but generates positive results, leading to the reduction of aggression in the preschool child and the formation of helping behaviors, as a behavioral alternative, by inhibiting aggression, as well as training and developing social skills, through which children can ensure the coverage of their needs for relationship, closeness, recognition and self-confirmation.

**The research** problem consists in solving the contradiction between the acute need to reduce aggressive behaviors in preschoolers and the lack of experimentally verified psychological intervention programs.

**The purpose of the research** is to study the particularities of aggression depending on gender and age, the psychological climate in the family, the social status in the collective of preschool children and the development and implementation of a complex program of psychological intervention to reduce aggressive behavior in children of this age.

**Research objectives:**

1. Carrying out the theoretical study of aggression in preschoolers;
2. Identifying a complex of diagnostic tools for the characteristics of aggression in preschool children;
3. Investigating gender and age differences in the manifestation of aggressive behaviors in preschool age;
4. Determining the degree of intensity of aggression in relation to the psychological climate in the family;

5. Determining the level of aggression of preschoolers in relation to the social status of the group of children;

6. Development and implementation of a complex intervention program specially adapted for the age and problems of the preschooler in order to reduce aggressive behavior.

**Scientific research methodology.** The research is circumscribed, on the one hand, to the theories and laws that describe the stages of cognitive-affective development of the child, and on the other hand, to the theories of learning and pedagogy, which explain the origin of certain behaviors, as well as the way in which the child can be trained and educated.

Also, the research takes into account the theoretical support offered by the new trends that are manifested in psychology, through which the reduction of some unwanted behaviors can also be achieved by empowering the individual and equipping him with the necessary tools, in order to transform him from the subject of the intervention into the practitioner's collaborator, in order to ensure success.

As theoretical benchmarks, the stages that the individual goes through in his development were taken into account, both in the approach of age stages and in the genetic approach, as well as their characterization from a cognitive and affective point of view (Petermann Franz and Petermann Ulrike [ 31], D. Sălăvăstru [35], L. Iacob and A. Cosmovici [6], R. Schaffer [36], L.S. Vygotsky [41], S. Popoviciu [34], A. Dragu and S. Cristea [11 ], F. Golu [15]).

The necessary support for the design of ascertainment research and intervention was identified in current works from the Romanian and international psychological literature, which deal with society's problems and how they are reflected in individual behaviors: Koch K. [18], Petermann Franz and Petermann Ulrike [32] , A. Hare and R. Hare [47], M.G. Hâncean [16], Ș. Boncu and C. Ceobanu [4], N. Bucun and A. Glavan [5], I. Holdevici [17], I. Mitrofan [22], S. Jennings [48], DSM-5 [1].

The research methods used in the present research were established in correlation with the research theme, with the research hypotheses and objectives.

Thus, the following categories of methods were used in the research:

- a) theoretical methods: monographic method, bibliographic method;
- b) empirical methods: the experiment (finding, formative, control), the BAV observation grid, the "Tree Drawing" test, the "Family Drawing" test, the Moreno sociometric test;
- c) statistical-mathematical methods.

- *used in the ascertaining experiment:*

- the non-parametric Kruskal-Wallis test for the analysis of the association of the categories of a nominal or ordinal variable with the levels of an interval/ratio variable, which have distributions significantly different from the normal distribution;
- the U-Mann-Whitney test for independent samples;
- the Spearman method for specifying the existence of direct and inverse statistical correlations

between the quantifiable parameters studied.

- *used to analyze the data obtained in the control experiment:*

- the U-Mann-Whitney test for independent samples;
- the Wilcoxon test for comparing, based on ranks, the values of the distributions given by the initial and final measurements.

**Scientific novelty and originality.** For the first time at the national level, a comparative-experimental study was carried out on aggressive behavior in preschoolers, according to age, gender, psychological climate in the family and social status in the group of preschoolers; a methodology for diagnosing aggressive behavior in preschoolers was developed; a complex psychological intervention program was developed and implemented to reduce aggressive behavior in preschoolers.

The program developed in the framework of the present research is divided into three axes of intervention: preschool (individual and in groups), parents and teachers. The directions of action are manifested in terms of stress management, emotional expression, self-esteem improvement, behavior control and psychoeducation, followed by the experimental validation of the designed intervention scheme.

**Theoretical significance:** scientific data were obtained on the psychological nature of aggression and on the essential characteristics of aggressive behavior at preschool age; about the factors of aggression at preschool age; about strategies to reduce aggressive behavior in preschoolers.

**Applicative value:** the development, implementation and validation of a complex program of psychological intervention, aimed at training preschoolers in anger management skills, training parents and teachers involved in the instructional-educational process in problem-situation management skills; the generation of products related to the intervention program, such as: the table with assertive lines, the set of topics addressed in the training activities for counseling parents, the group's coat of arms, etc..

The theoretical-applicative structures on which the work is based are capitalized and validated in the built intervention plan, as well as in the results obtained following the use of this plan in the working group. Following the use of this intervention model, the level of aggression was reduced, the preschool child showed an increase in self-esteem, empathy and the level of integration in the social group, improved his relationships in the family and in the group, the final result being increasing the quality of life for both the child and the parents and the group of preschoolers.

Following the application of the intervention model proposed by this work, a model whose particular aspect is intervention on all involved in the aggressive act: child, parent, teaching staff, kindergarten group, intervention was made on all the influencing factors of aggression, the advantage being concentrated action, taking into account the whole package of shaping factors.

**The results obtained that contribute to the solution of an important scientific problem** reside in the identification of the particularities of the manifestation of aggression in preschool children, the development and implementation of a complex program of psychological intervention, focused on the

formation of social skills and anger management in preschool children, on the formation of new problem-situation management skills for parents and teachers involved in the instructional-educational process, which contributed to the reduction of aggressive behavior in preschool children.

**Implementation of scientific results:** the most important aspects of the research were discussed, analyzed and implemented in the framework of scientific conferences organized in the higher educational level institutions of the Republic of Moldova and in Romania, in the didactic-methodical activities organized in preschool educational institutions in Romania.

**Approval of research results.** The results of the research were approved during the meetings of the Department of Psychology of UPS "Ion Creangă" in Chisinau, at scientific conferences organized within UPS "Ion Creangă", at the University "V. Alecsandri" from Bacău and in seminars, workshops organized in educational institutions, as well as in scientific journals. Also, the research results were discussed and analyzed in the meetings with the scientific supervisor and the guidance committee.

The strategies and the main ways of intervention were disseminated and discussed in the communications at national and international scientific conferences, in round tables organized in the kindergartens where the research was carried out, in the department meetings in the kindergartens included in the research, as well as in the meetings and meetings with parents of preschoolers.

**Publications on the topic of the thesis.** The basic content of the research is presented in 16 published scientific works, of which 5 articles in scientific journals and 11 articles in the materials of national and international scientific conferences.

**The volume and structure of the thesis.**

The thesis includes: annotations in Romanian, Russian and English, introduction, three chapters, general conclusions and recommendations, bibliography of 261 titles, 119 pages of basic text, 38 tables, 16 figures, 21 appendices.

**Key concepts:** preschool, aggression, education, aggressive behavior, intervention, psychologist, family, emotion, risk factors, social factors, preschool group, teaching staff.

## THESIS CONTENT

In the **Introduction**, the topicality and importance of the research problem, the description of the situation in the research field, the problem, the purpose and objectives of the research, the novelty and scientific originality of the research, the theoretical and applied significance of the research, the approval and implementation of the research results, the volume and structure of the thesis are argued, the summary of the sections of the thesis.

In chapter 1 - "**Theoretical-scientific incursion on aggressive behavior in preschoolers**", the scientific foundations describing the developmental stages of the preschool child, as well as the aggressive manifestations in the social group, are presented, at the same time highlighting the basic concepts: the

genetic approach, the approach to gradation in age function, the differentiation criteria between aggression and violence, biological theory, psychological theory, sociocultural theory, human psyche structures, ethological theory, sociobiological theory, frustration-aggression theory, index-arousal theory, excitation transfer theory, social learning theory, factors personal characteristics of aggression.

All these elements were used to identify the behavioral peculiarities according to age, the environment of origin, the characteristics of the educational environment in which the preschooler spends part of the day, the personal characteristics of the subjects included in the research, as well as current social trends.

The information included in the theoretical foray formed the basis for the selection of preschool testing tools, intervention tools and how they can be combined, in order to ensure success in applying the model and achieving the set objectives.

Identificarea celor mai importante repere teoretice a fost legată de numele unor personalități din domeniul psihologiei, recunoscute pe plan internațional: A. Freud [14]; A. Bandura [44]; E. Debarbieux [55]; P. Popescu-Neveanu [33]; P. Zimbardo [54]; L.S. Vygotsky [41]; I. Holdevici [17]; D. Sălăvăstru [35]; A. Cosmovici [6]; Petermann Franz și Petermann Ulrike [32]; I.D. Yalom [43], E. Losîi [19], [20], M. Vîrlan, [40], C. Perjan [30], [31] etc.

In chapter 2 - "**Evaluation of aggressive behavior in preschoolers according to age, gender, psychological climate in the family and social status in the collective of preschoolers**", the objectives of the research, hypotheses, methods and work tools are presented, and the results of the ascertaining research are presented in which participated 353 subjects, aged between 4 and 6 years, the group being heterogeneous from the perspective of other criteria, such as the social environment and the economic level of the family they come from, the level of training, etc..

For the stage of the confirmatory experiment, we formulated a series of questions to contribute to solving the **research problem**, which aims at aggressive behaviors in preschoolers, namely: What is the connection between the age, the gender of the preschooler and his aggressive potential? What is the connection between family climate and the level of aggression of preschoolers? How is the preschooler's level of aggression influenced by his social status in the group?

**The purpose of the observational experiment** was based on the study of the manifestation of aggressive behavior and its levels in preschoolers according to gender, age, family environment and their social status.

**The research objectives** pursued through this experimental approach are: 1. Investigating gender and age differences in the manifestation of aggressive behaviors; 2. Determining the degree of intensity of aggression in relation to the psychological climate in the family; 3. Determining the level of aggression of preschoolers in relation to their social status in the group of children.

**The general research hypothesis:** we assume that aggression and aggressive behavior in



preschoolers are complex phenomena, determined by the particularities of age and gender, the psychological climate in the family, the social status in the group of children.

The general hypothesis allowed the formulation of specific hypotheses, namely: 1. There are differences in the manifestation of aggressive behavior in preschoolers, depending on age and gender; 2. The level of aggression in preschoolers is determined by the psychological climate in the family; 3. The level of aggressiveness of preschoolers is directly related to their social status in the group of preschoolers.

**Experiment variables:** Independent: gender and age of preschooler; the psychological climate in the family; the social status of the preschooler in the collective. Dependent: aggressive behavior.

**The research tools** selected and used in the observational experiment were applied individually to each preschooler and include the following tools: 1. To investigate the preschooler's aggressive behavior, the "Tree drawing" test was applied; 2. To measure the level of aggression, the BAV aggressive behavior observation grid was used; 3. To evaluate the family climate, the "Family Drawing" test was used; 4. To assess social status in the preschool group, the Moreno sociometric test was used.

### **Presentation and interpretation of experimental results**

**Working hypothesis 1:** There are differences in the manifestation of aggressive behavior in preschoolers, depending on age and gender.

**The results obtained in the "Tree drawing" test** applied to the group of 353 preschoolers. We found the following statistical differences: 1) in the manifestation of aggression in male preschoolers (N=178) compared to female preschoolers (N=175),  $U=10657.0$ ,  $p=0.001$ ; 2) in the manifestation of aggressive behavior in preschoolers from the small group (N=147) compared to those from the middle group (N=98),  $U=2256.0$ ,  $p=0.000$ ; 3) in the manifestation of aggressive behavior in preschoolers of the middle group (N=98) compared to those of the large group (N=108),  $U=4256.50$ ,  $p=0.014$ ; 4) in the manifestation of aggressive behavior in preschoolers from the small group (N=147) compared to those from the large group (N=108),  $U=1850$ ,  $p=0.001$ .

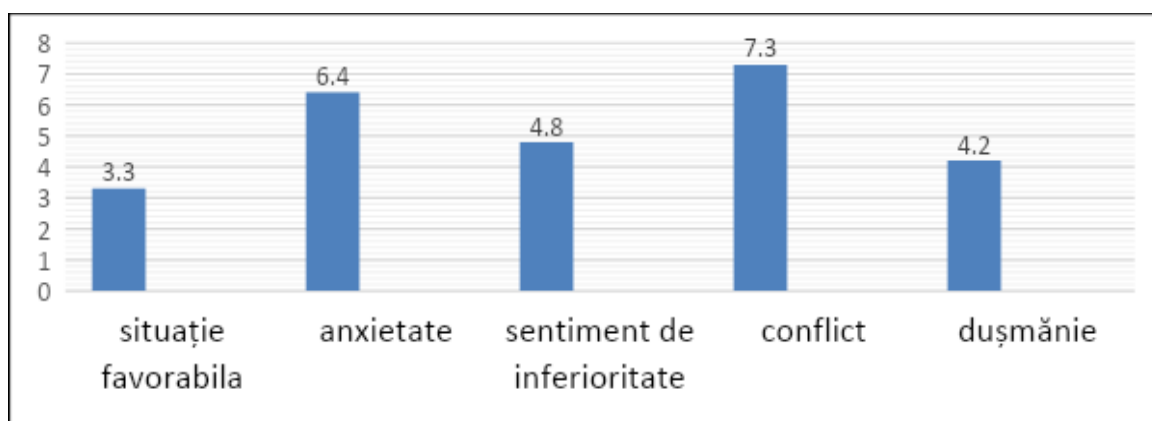
**The results obtained with the BAV Aggressive Behavior Observation Grid** applied to the group of 353 preschoolers. We found the following statistical differences: 1) in the manifestation of aggression in male preschoolers (N=178) compared to female preschoolers (N=175),  $U=12472.000$ ,  $p=0.001$ ; 2) in the manifestation of aggressive behavior in preschoolers from the small group (N=147) compared to those from the middle group (N=98),  $U=3143.0$ ,  $p=0.000$ ; 3) in the manifestation of aggressive behavior in preschoolers of the middle group (N=98) compared to those of the large group (N=108),  $U=3416.50$ ,  $p=0.004$ ; 4) in the manifestation of aggressive behavior in preschoolers from the small group (N=147) compared to those from the large group (N=108),  $U=1650$ ,  $p=0.001$ . In conclusion, we can mention that male subjects and those from the large group recorded higher values for the aggressiveness variable. In conclusion, we can mention that preschoolers from the large group are characterized by the highest level

of aggression. It is a certainty that girls are less prone to potentially violent behavior, the averages recorded for boys being higher than those obtained by girls.

**Working hypothesis 2:** The level of aggression in preschoolers is determined by the psychological climate in the family.

In order to verify this hypothesis, a group of 120 preschoolers, with high scores on aggression, obtained following the application of the BAV observation grid, was selected. For methodological reasons, the group of 120 preschoolers was made up of 60 male preschoolers and 60 female preschoolers. The batch has in its structure 40 preschoolers from each age group.

**The results obtained in the "Family drawing" test.** The obtained data show us that, for the most part (71.7%), the families of preschoolers with a high level of aggression do not have a favorable psychological climate. In only 8.3% of cases it can be about integration, emotional inclusion of the child in family situations (drawings in which family members hold hands). In a worrying number of cases - 20.83% - the figure of the author of the drawing is missing, which indicates that the child considers himself rejected, not accepted, that the sense of community is missing. The number of drawings in which figures are isolated by lines or objects is also alarming - 49.17%, which indicates a low level of emotional relationships between family members. Encapsulated figures, present in 31.7% of cases, talk about difficulties in relationships with these people. For the most part, the figure of the father is encapsulated on these children's drawings. The need for safety, love, security from the family is present in 55.83% of children. We attest to drawings in which children additionally draw figures of people of the same age as them, thus expressing the need for equal relations of cooperation. In some drawings, the additional figures are much smaller than the author or they represent puppies or cats, which indicates an unsatisfied need for affiliation, or a desire to assume the role of parents in relation to other smaller beings. We find drawings in which children draw adults other than their parents, adults who usually have no connection with the family. This fact indicates the absence of family integrity, the child's need to find a person capable of satisfying his need for close emotional contacts. In some cases, the symbolic destruction of the family unit can be interpreted as a revenge on the parents as a result of a feeling of rejection, of non-usefulness.



**Figure 1. Average values for the symptom complexes of the "Family drawing" test**

The statistical link between the two variables – the independent variable family climate and the dependent variable aggression – was analyzed by calculating the Pearson coefficient. Correlations were established between the results regarding the aggressive behavior of preschoolers and the symptom complexes of the "Family Drawing" test, such as: Favorable situation ( $r=-0.476$ ,  $p<0.022$ ); Anxiety ( $r=0.50$ ,  $p<0.015$ ); Feeling of inferiority ( $r=0.493$ ,  $p<0.017$ ); Conflict ( $r=0.561$ ,  $p<0.005$ ); Enmity ( $r=0.481$ ,  $p<0.02$ ). Between the level of aggression of the preschooler and the favorable situation in the family, we found a strong inversely proportional correlation, that is: the more a favorable situation prevails in the family, the lower the level of aggressiveness of the children, and between the other aspects of the climate in the family - anxiety, feeling of inferiority, conflict, hostility - and the level of aggression we found strong direct statistical links. It can be concluded that between the family climate variables and the level of aggression there is, with certainty, the specified connection, the family climate directly and significantly influencing the level of aggression of the preschooler. Preschoolers with high scores on aggression have poor intrafamily relationships, are anxious, there is a conflict and hostility in the family, they have a feeling of inferiority.

***Working hypothesis 3:*** *The level of aggression of preschoolers is directly related to their social status in the collective of preschoolers.*

The instruments were applied to the same group of 120 subjects with high values on the aggressiveness variable. To establish the social status that the preschooler has in the group, the Moreno sociometric test was used, in order to identify the leading, preferred and isolated subjects. The statistical link between the two variables – the independent variable social status in the preschool group and the dependent variable aggression – was also analyzed by calculating the Pearson coefficient. Between the results regarding the social status in the group of preschoolers and the results from the "Tree drawing" test, we obtained a correlation such as ( $r= - 0.554$ ,  $p<0.000$ ). Between the results regarding the social status in the group of preschoolers and the results from the BAV Grid, we obtained a correlation such as ( $r= - 0.837$ ,  $p<0.000$ ). The statistical link between the considered variables is of high intensity and shows that preschoolers who have aggressive behaviors have low social skills and are not well accepted in the social group they belong to. The calculated Pearson coefficient has values that indicate the intensity of the dependent relationship between the preschooler's behavior and how it is perceived by group mates or by those of the same age. The conclusion that is imposed is that the level of aggression of the preschooler is strongly influenced by the status that the subject has in the group, a status that derives from the way the social group perceives him.

### **Conclusions in chapter 2:**

1. The ascertaining experimental research demonstrated, through the evaluation and statistical calculation methods used, the existence of significant differences, from a statistical point of view, between the manifestation and level of aggressive behavior in preschoolers and their gender, age, family

environment and social environment.

2. Statistically significant links were established between the age and gender of preschoolers and their level of aggression, in the sense that these aggressive behaviors are more pronounced in preschoolers between the ages of 5 and 6 and are much more present in male preschoolers.

3. The aggressive behavior of the preschooler is often learned and acquired in the family, but it is also greatly influenced by the environment in which the child develops and the group with which he interacts.

4. The statistical results obtained regarding the link between the family environment and the aggressive behaviors of preschoolers are eloquent. Preschoolers with high aggression scores show poor intra-family relationships, are anxious, have conflict and hostility in the family, and have a sense of inferiority.

5. There is a significant connection between the preschooler's level of aggression and his status in the kindergarten group, preschoolers with aggressive behaviors have low social relationship skills, are perceived negatively by their peers and are poorly valued in the group, which leads to their isolation and the perpetuation of aggressive behaviors.

6. Overall, the finding is that, in the present research, we capitalized and used a set of validated tools, which are thought to form a system for measuring aggression, for understanding the environment in which the preschooler evolves (family, social group ) and description of the child's conditions.

Chapter 3 - "**The valorization of the program to reduce aggressive behavior in preschoolers**" includes the milestones on which the intervention program to reduce aggressive behavior in preschoolers is based, the way to implement this plan, as well as the results obtained in the retests that followed the application of the plan. **The purpose of the formative experiment** was to develop, apply and verify the effectiveness of the program to reduce aggressive behaviors in preschoolers.

A series of questions were claimed: 1) How do we intervene on aggressive behaviors? 2) In what direction do we direct our psychological intervention so as to diminish aggressive behavior? 3) How to approach the subject (interventionally), so as to achieve the reduction of aggressive behavior, and we to achieve the proposed goal?

The formative research had the proposed **objectives** for this stage: 1) Elaboration of the psychological intervention program; 2) Formation of the formative sample; 3) Implementation of the psychological intervention program; 4) Evaluation of the effectiveness of the psychological intervention program regarding the formation of social and emotional skills in preschoolers with aggressive behavior.

**The operational objectives** of the intervention aim at: 1) The development among preschoolers of a helping behavior, as a behavioral alternative, by inhibiting aggression; 2) Development of self-control and empathy in preschoolers, in the sense of awareness and evaluation of the consequences of one's own behavior; 3) Formation and development of social skills in preschoolers: relating, closeness, recognition

and self-confirmation; 4) Developing a sense of belonging, trust and support in the group of children; 5) Developing the skills to understand the behavior of those around.

**The hypothesis** proposed for this experiment is the following: reducing aggressive behavior in preschoolers can be achieved through well-structured activities aimed at training children in social and emotional skills, integrated into a psychological intervention program.

**The identified variables:** Independent variable: the psychological intervention program to reduce aggressive behaviors in preschoolers. Dependent variables: preschoolers' personal and social skills; the psychological climate in the family; the social status of the preschooler in the collective.

To carry out the formative and control experiments, we selected 24 preschoolers, out of the 120, who recorded the highest scores on the level of aggression and we formed two groups: the experimental group (GE) and the control group (GC), consisting, both, of 12 preschoolers with high indices of aggression. *The* homogeneity of the groups was confirmed by the Mann-Whitney U statistical difference test, from the point of view of the BAV Aggressive Behavior Observation Grid. The average rank for the BAV grid variable at GE has the value of 12.79, and at GC the same variable has the value of 12.21. The significance threshold value ( $p = 0.832$ ) is higher than  $p = 0.050$ , so we can state that the values of the BAV variable from the two groups before the implementation of the psychological intervention program do not differ statistically significantly ( $Z = -0.212$ ). Parents of preschoolers from the experimental group (24 people), as well as teachers from the groups in which the experimental subjects are included, were included in the formative experiment.

The psychological intervention program was based on the works of Romanian and foreign authors, specialized in group and individual psychotherapy of the child and the family, namely: cognitive-behavioral psychotherapy: I. Holdevici [17], D. David [10], J. Cottraux [7]; experiential psychotherapy: I. Mitrofan [22], G. Cucu-Ciuhan [8]; therapeutic program for aggressive children: F. Peterman and U. Peterman [32]; group psychotherapy: I. Yalom [43]; the psychology of drawing in children: Wallon et al. [42]; occupational therapies and combined arts: M. Pașca and E. Banga [29]; reducing the aggressiveness of preadolescents by developing emotional intelligence: Losfi E. [20]; solving inner conflicts through art therapy and play: V. Olărescu [27], [28].

**Psychological techniques and methods used** in psychological intervention: expressive-creative techniques (eg: drawing, therapeutic story, collage, role play); awareness techniques with imaginative support and restructuring (eg: the technique of diminishing old behaviors and integrating new, adaptive behaviors, the Tortoise technique); emotional expression techniques (eg: emotionally charged conversation, affection technique, assertiveness training); communication techniques); breathing and relaxation techniques.

The formative experiment was carried out in four stages: stage I – individual intervention; stage II – group intervention; stage III – family counseling; stage IV – training with teaching staff.

***The individual psychological intervention*** had as its main objective the reduction of the aggressive (physical) behaviors identified during the assessment, as they represent a priority and require immediate action, and as secondary objectives: stress management; emotion processing; improving self-esteem; psychoeducation; behavior control. 10 individual sessions were held with each preschooler, lasting 35-45 minutes, according to individual need and complexity. In this case, there were two individual meetings for each secondary objective set out above, which took place over two months.

***Group intervention.*** After the individual intervention sessions, in which we established a balanced therapeutic relationship and the preschoolers learned aggression control techniques, I included the experimental group in an intervention group, with which I worked for 10 sessions in five weeks. A session lasted about 40-45 minutes. Being of similar ages and from the same school, group cohesion occurred without difficulty. The steps followed in the group psychological intervention sessions were: 1) Providing a stable environment for the children and getting to know the group; 2) Structuring and organizing the environment in order to adapt to the group; 3) Solving problems and finding appropriate solutions; 4) Identifying emotions; 5) Anger management; 6) Increasing self-esteem; 7) Development of skills through which the child can identify and apply effective strategies for resolving conflicts; 8) Formation of social skills; 9) Acceptance and resolution of conflict situations; 10) Realization of the painting with assertive lines.

***Parental counseling*** had as its central objective the development of parenting skills and the acquisition of new models of education and intervention in the parent-child relationship. It was carried out in two stages: 1) individual counseling, with the parents of each child in the formative experiment, during a week and with a duration of the therapy session of 50-60 minutes; 2) collective counseling with all parents, during a week, the duration of a meeting being 50 minutes. The first two sessions held were dedicated to individual, informative counseling. In the individual sessions, the parenting style and family type were determined, then the families were included in a group (group counseling), with the aim of developing parenting skills and psychoeducation. In the group meetings, using formative activities, the following topics were addressed such as: Parental responsibility; Development of parenting attitudes and practices; Assimilation of effective communication methods; Negotiating solutions and making decisions; Appropriate conflict resolution. The informal activities were dedicated to addressing the following themes: School and leisure pedagogy; Ways of knowing the child and the stages of development; Techniques of self-knowledge; Breathing and relaxation techniques; Programs for solving some problems. In developing the contents of counseling sessions with parents, we were guided by the works of the following authors: V. Bodrug-Lungu [3], L. Cuznețov [9], A. Faber [13], A. Matanie Botiș [21], A. Neculau [24], R. Nelson-Jones [25], M. Nichols [26], O. Sorici [37], L. Șoitu [38] etc..

***The main objective*** of the training with teachers was to optimize the relationship between teachers and preschoolers. The operational objectives of the training with the teaching staff were: to familiarize the

teaching staff with the methods of positive discipline of preschoolers; the identification of some methods of developing emotional and social skills in the teacher-preschool relationship. The training with teachers consisted of two parts. The first part included positive discipline strategies for preschoolers, during two two-hour workshops. The first workshop focused on promoting strategies for organizing the learning environment and ways to prevent aggressive behavior problems: establishing and forming routines, as well as following them, keep the child in appropriate activities and reduce the incidence of aggressive behaviors; setting rules for the group of children, appropriate to their age and level, in observable terms (eg, raise your hand; speak softly, etc.) and displaying them in a visible place. The second workshop aimed to support rewards as a form of encouragement and perpetuation of prosocial behaviors: Praise – as a form of social reinforcement; Enthusiasm – communication of non-verbal signals of reinforcement (smile, etc.); Approaching a reward system applied both individually and collectively. The second part of the training with the teachers was aimed at presenting and promoting strategies for the development of socio-emotional skills in the teacher-child dyad. The training was planned and carried out during three workshops with teachers, each lasting two hours. At the first workshop, strategies were presented to optimize the teacher-child relationship. In the second workshop, the emphasis was placed on the acquisition by the teaching staff of some strategies for emotional regulation of the children. In the third workshop, the steps needed to solve the problems were discussed.

After the end of the psychological intervention, the preschoolers from the experimental group and from the control group were retested in order to evaluate the effectiveness of the psychological intervention program. In this sense, the results obtained by the participants in the training activities after re-administering the following tests were analyzed: the "Tree drawing" test, the BAV observation grid, the Moreno sociometric test and the "Family drawing" test.

Thus, the answers given by the children in the experimental group in the intervention stage were examined compared to those in the ascertainment stage, and the differences between the test and retest results obtained by the participants in the experimental group were also compared and highlighted. The comparative analysis of the two types of groups was carried out taking into account the age of the subjects, in order to highlight any possible differences between the experimental group and the control group after the training program.

For the experimental group, retest results were obtained that confirmed both the formulated hypotheses and the effectiveness of the intervention program.

**Table 1. Statistical differences (Wilcoxon test), experimental group, test – retest**

	<b>Test „Tree Drawing”</b>	<b>Test „Family drawing”</b>	<b>BAV observation grid</b>	<b>Moreno sociometric test</b>
<b>Z</b>	-3,075	-3,065	-3,100	-3,078
<b>p</b>	0,002	0,002	0,002	0,002

The Wilcoxon test showed that there is a significant difference ( $Z = -3.075$ ,  $p=0.02 < 0.05$ ) between the values of the variable Tree Test before the formative experiment compared to the values of the same variable Tree Test after the formative experiment.

The Wilcoxon test showed that there is a significant difference ( $Z = -3.065$ ,  $p=0.02 < 0.05$ ) between the values of the variable "Family Drawing" Test before the formative experiment, compared to the values of the same variable "Family Drawing" Test after the formative experiment.

The Wilcoxon test showed that there is a significant difference ( $Z = -3.100$ ,  $p=0.02 < 0.05$ ) between the values of the BAV Observation Grid variable before the formative experiment compared to the values of the same variable after the formative experiment.

**Table 2. Statistical differences (Wilcoxon test), control group, test – retest**

	Test „Tree Drawing”	Test „Family drawing”	BAV observation grid	Moreno sociometric test
<b>Z</b>	-1,732	-1,667	-1,000	-1,342
<b>p</b>	0,083	0,096	0,317	0,180

The Wilcoxon test showed that there is no significant difference ( $Z = -1.732$ ,  $p=0.083 > 0.05$ ) between the values of the variable Tree Test before the formative experiment compared to the values of the same variable Tree Test after the formative experiment in the subjects of the control group.

The Wilcoxon test showed that there is no significant difference ( $Z = -1.667$ ,  $p=0.096 > 0.05$ ) between the values of the variable "Family Drawing" Test before the formative experiment, compared to the values of the same variable "Family Drawing" Test after the formative experiment at control group subjects.

The Wilcoxon test showed that there is no significant difference ( $Z = -1.000$ ,  $p=0.317 > 0.05$ ) between the values of the BAV Observation Grid variable before the formative experiment, compared to the values of the same variable after the formative experiment in subjects in the control group.

The Wilcoxon test showed that there is no significant difference ( $Z = -1.342$ ,  $p=0.180 > 0.05$ ) between the values of the Moreno sociometric test variable before the formative experiment, compared to the values of the same variable after the formative experiment in the subjects of the control group.

From the statistical comparison made with the Wilcoxon test, which shows that there are no significant differences in the samples applied before and after the formative experiment, it is concluded that if there is no intervention to reduce the aggressive behaviors of preschoolers, the intensity of aggression remains unchanged or, at most worst case, it can be amplified.



**Table 3. Mann-Whitney Test results, experimental group/control group after the intervention**

	Test „Tree Drawing”	Test „Family drawing”	BAV observation grid	Moreno sociometric test
<b>Test U Mann-Whitney</b>	19,000	13,500	8,000	14,000
<b>Test Wilcoxon</b>	85,000	79,500	74,000	80,000
<b>Z</b>	-4,199	-4,185	-4,182	-4,260
<b>p</b>	0,005	0,002	0,000	0,002

The final conclusion is that the statistical data obtained at the retests performed after the intervention on the experimental group confirm that the proposed intervention plan achieved its goal and the preschoolers acquired the necessary tools to control anger and anxiety, in other words, to reduce the level of aggression.

Regarding the effectiveness of the intervention in counseling parents, it was measured, from a qualitative point of view, by applying a satisfaction questionnaire, which had nine questions regarding the effectiveness of the parental counseling program, the techniques learned, as well as the way to negotiation and resolution of critical situations with children.

**Table 4. Indicators of the effectiveness of the counseling program for parents of aggressive children**

Indicator	Percentage
The usefulness of the counseling program: very useful	95,8%
Improving communication and relationship methods with the child after participating in the program	83,3%
Regular use of methods to reduce aggressive behaviors in children learned during the counseling program	75%
Improving parental communication	79,2%
Using negotiation techniques in relationships with children	83,3%
Folosirea cuvintelor magice în comunicarea cu copilul	83,3%

From the analysis of these responses, we easily deduce that the counseling program for parents with aggressive children was effective and useful and achieved its goal.

In table 5. we present, in a synthesized form, the results of the evaluation of the effectiveness of the complex psychological intervention program.

**Table 5. Indicators of the effectiveness of the complex psychological intervention program to reduce the aggression of preschoolers**

Field	Indicator	The technique by which the efficiency was evaluated
Emotional - volitional	<ul style="list-style-type: none"> <li>- reducing the level of aggression;</li> <li>- reducing the feeling of fear;</li> <li>- developing the ability to overcome fear;</li> <li>- diversification of interpersonal relationships;</li> <li>- active participation in the games and in the activities carried out in the children's group.</li> </ul>	"Tree Drawing" Test, BAV observation grid, The Moreno sociometric test

Semantic and value	<ul style="list-style-type: none"> <li>- parents' interest in the successful outcome of the intervention;</li> <li>- the tendency of the parents participating in the Program to understand the reasons for the child's actions, to support the interests;</li> <li>- parents' capacity for empathy, reflection and self-control.</li> </ul>	Parent satisfaction questionnaire
	<ul style="list-style-type: none"> <li>- children's interest in the Intervention Program;</li> <li>- children's independence in correcting peers (relaxing actions, discussions with peers).</li> </ul>	BAV observation grid
Behavioral	<ul style="list-style-type: none"> <li>- the ability to establish relationships without showing aggression;</li> <li>- children's self-control capacity;</li> <li>- the ability to independently find a solution to a problem, without showing aggression;</li> <li>- the ability to adapt to different activity conditions;</li> <li>- - improving family relationships.</li> </ul>	BAV observation grid, The "Family drawing" test"
Reflexive	<ul style="list-style-type: none"> <li>- parents' and teachers' satisfaction regarding changes in children's behavior;</li> <li>- children's ability to reflect on their actions and communication;</li> <li>- the ability to reflect on their creative work.</li> </ul>	BAV observation grid, Parent Satisfaction Questionnaire, The "Tree drawing" test.

The problem facing educators, parents and society alike is the growing level of child aggression, which begins to manifest itself from an increasingly early age. The preschool child is sometimes overwhelmed by feelings that he doesn't know, can't name, and doesn't know how to manage, and often the only way he thinks he can face them is through aggressive behavior.

These behaviors, once assumed and internalized, can develop with the child and their dimensions can increase to the point where society is forced to isolate the individual and remove him from its midst, in order to ensure the safety of other members.

In this work I have emphasized both the role of psychoeducation, as a tool designed, par excellence, to modify the individual's profile over time and make him more and more desirable from a social and professional point of view, as well as the particularly important role of the family in the formation of the future adult and in conveying a set of principles and values, healthy and perennial.

For this reason, we chose to carry out the basic intervention both individually, on the aggressive child, and in the intervention group, because the child must acquire a series of social skills that are the basis of a happy insertion in tomorrow's society.

However, recognizing both the educational potential of the family and the influence that the family has on the preschooler, we chose to broaden the intervention framework and include the family in the process, as a mandatory element for the success of the approach. Often, parents are divided between work and family life, this fact leads both to an overload of adults and to situations where they are overwhelmed by the complexity of the problems and the lack of adequate tools for correcting children's behaviors.

Preschoolers are very receptive to stories, which is why the therapeutic story was the central intervention tool. They have thus acquired the ability to recognize their feelings, to label them correctly and to assume a management that excludes aggression and violence when deciding how to behave.

Adults - parents or educators - have broadened their field of expertise and improved their parental and professional skills, acquiring increased skills in managing possible cases of aggression that may manifest themselves in the family or in the kindergarten group.

We emphasize that only by acting on all the factors that are part of the preschooler's immediate field, i.e. parents, educators, social group, with the help and consistent support of the psychologist, the intervention can achieve its goal - to endow the preschooler with a helping behavior, with empathy, with relational skills, closeness and self-confirmation.

### **Conclusions in chapter 3**

1. At the formative stage, two homogeneous groups GE and GC were formed, among preschoolers with high scores on aggression, the homogeneity being statistically confirmed. The presence of aggression has influences both at the level of female and male preschoolers between the ages of 4 and 6, in the family environment and in the peer group, therefore it requires a complex psychological approach. In the experimental group, the intervention had a psychological character, being directed on three dimensions divided into logically structured intervention areas and staggered in time, within distinct sessions. The intervention did not take place in the control group.

2. At GE, after the application of the psychological intervention program, the data indicated an important positive jump in reducing aggressive behaviors, the differences at the retest stage being statistically significant, compared to GC. At GC, the data showed the preservation of the values of the level of intensity of aggressive behaviors, identical to those before the formative experiment.

3. From the perspective of evaluating the effects of the training program on the dimension of the family climate, we found that the values of aggression at the retest stage registered a greater decrease in GE, compared to GC, the differences between groups being statistically significant.

4. From the point of view of social status in the peer group, the retest data reveal statistically significant differences between the two groups of subjects in the levels of aggression values. Also, the GE performance consisted of a decrease in the values of aggressive behaviors. In GC, the data were not significant.

5. Regarding parental counseling, the qualitative analysis of the satisfaction questionnaires indicated a significant progress in the GE subjects, which denotes a better performance of the parents involved in the intervention program, thus strengthening the value of the applied psychological program.

6. With regard to the training of teachers who work with groups of preschoolers in which aggressive behaviors are manifested, it is necessary for the educator to recognize aggressive behavior from an early stage and predict its evolution, thus ensuring that he can intervene effectively and time.

7. The statistical results at the level of the formative experiment attest to the overall effectiveness of the strategies used in the psychological intervention program, namely the finding that, by harnessing all the influencing factors (family and teaching staff), as well as all the indicated steps, aggressive behaviors are reduced in preschoolers.

8. The administration of methods and techniques, exercises and psychological games of capitalizing and developing the psychological functions of the preschoolers has determined qualitative, statistically significant changes in the ability to manage aggressive behaviors, in living, expressing and understanding emotions, respectively in emotional regulation and regulation. in control of behaviors.

### **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

The present research established the theoretical-applicative psychological foundations that are the basis of identifying an alternative way of reducing aggressive behaviors in 4-6-year-old preschoolers, by considering the relationship between age, gender, family climate and social status in the peer group. At the same time, a psychological intervention program was implemented and approved, aimed at reducing aggressive behaviors in preschoolers.

The important scientific experiences of the research are presented in the general conclusions:

1. Aggressive behavior is a complex psychological process that requires a factorial, multidimensional approach – both in assessment and in intervention. The formation of aggressive behavior has several facets in which different factors, both of biological and social origin, interact cât și în intervenție.

2. The family can simultaneously model aggressive behavior and provide reinforcement for it. The likelihood of aggressive behavior in children depends on whether they experience manifestations of aggression at home. Also, the lack of love and attention towards the child, humiliation, insults, physical punishments from parents, conflictual relations with family members contribute to the formation of aggressive behavior of preschoolers.

3. Preschoolers learn aggression through peer interaction, learn about the benefits of aggressive behavior during peer play. Rejection by peers, unsatisfied need for communication, low social status in the kindergarten group lead to the formation of aggressive behavior of preschoolers.

4. Most manifestations of aggressive behavior in preschoolers are observed in the situation of protecting interests and asserting superiority, when aggressive actions are used as a means of achieving a certain goal.

5. Aggressive behaviors exert a huge influence on the behavioral structures of preschoolers. In preschoolers with aggressive behaviors, aged between 4 and 6 years, both functioning in the family climate and their status in the group of peers are affected.

6. The empirical research carried out in the present study showed the open nature of aggressive behavior in preschoolers, which appears as a psychological defense reaction in difficult situations. Almost all aggressive children have an unfavorable social situation for development: unfavorable psychological

climate in the family, conflictual relationships, rejection with peers.

7. Establishing the relationship between aggressive behavior and age, gender, family environment, as well as social status in the environment of peers is a first requirement for specialists (psychologists/teachers), but also for parents, when establishing a work program with preschoolers with aggressive behaviors. Neglecting psychological intervention can have serious consequences at the beginning of school and during the early school years.

8. The reduction of aggressive behavior in preschoolers can be achieved through well-structured activities aimed at training children in social and emotional skills, integrated at the level of a complex intervention program, oriented on three axes: a) individual and group intervention at preschoolers; b) individual and group intervention in counseling parents; c) teaching staff training in the sense of positive discipline of aggressive preschoolers.

9. The complex program of psychological intervention with aggressive children, with parents and teachers made it possible to reduce the frequency of aggressive manifestations in behavior and also to train children in the ability to act constructively in conflict situations.

10. The efficiency of the program is due to the orientation of psychological interventions on the social development situation and the child's activities, the complex use of intervention methods, the transfer of positive attitudes formed in communication with peers within the program in the everyday life of preschoolers.

Synthesizing the scientific results, we conclude that the goal and objectives formulated in the initial phase have been achieved, the important scientific problem that resides in the identification of the particularities of the manifestation of aggression in preschool children, in the development and implementation of a complex program of psychological intervention, centered on training, has been solved of social skills and anger management in preschool children, on the formation of new problem situation management skills for parents and teachers involved in the instructional-educational process, which contributed to the reduction of aggressive behavior in preschool children.

### **Recommendations for implementation:**

1. 1. The theoretical and empirical information contained in this work can be included in methodological guides, good practice guides, intended for practitioners in the field or can be used in continuing education or specialization courses intended for psychologists, teaching staff etc.

2. 2. The set of psychological methods applied in assessment/investigation can be taken over by specialists in the early identification and measurement of aggressive behaviors.

3. 3. For psychologists, the designed intervention model is recommended to intervene quickly, efficiently and effectively in the increasingly numerous cases in which aggressive behaviors are identified in children between the ages of 4 and 6-7 years. The use of CBT therapies makes the psychologist-preschooler interaction much deeper, and the expected results much more visible and persistent over time.

The model can be used with definite results, confirmed in the research contained in this paper.

4. 4. For the family of the aggressive child, the intervention is absolutely necessary and leads to the improvement of parental skills to identify and manage crisis situations, with much better results and a significant increase in the quality of life.

5. 5. For kindergarten teachers, the training is not only an additional source of information and the training of complementary skills to those necessary for the instructional-educational act, but also a valuable opportunity to carry out an exchange of experience and to share with the psychologist and with colleagues the particular experiences, for the enrichment of the theoretical foundations and the improvement of the proposed intervention model.

6. 6. For the preschooler, it is vital that the intervention is carried out on time, generates the expected results and helps him in the process of training and insertion in society.

7. 7. The fact that the preschooler is transformed from the object of the intervention into the ally of the psychologist is a great advantage, because, in this way, the child is armed for life with effective tools for regulation and self-regulation of emotions, for anger management, for effective interaction with peers, they develop empathy and refine their response mechanisms to life's challenges. With the child's growth, development and maturation, these mechanisms become an integral part of his character complex and ensure both his proper insertion into society and a higher level of quality of life, for him and for those around him.

**Suggestions for future research.** Starting from the experimental results in this paper, new research can be carried out to investigate:

- ✓ behavioral disorders associated with violence in preschoolers;
- ✓ bullying and other forms of violence in the preschool or school environment;
- ✓ disruptive behaviors based on family aggression;
- ✓ the tangents between aggressive behaviors shown by preschoolers and neuropsychic functions etc.

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5. **OLARU (TUDOR), L.E.** Strategii de diminuare a comportamentului agresiv la preșcolari. În: *Revista Magistrum*, 2020, nr. 2. pp.1871-1875. ISSN -2668-9383, ISSN-L: 2668-9383.

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## ADNOTARE

### Tudor (Olaru) Lăcrămioara - Elena Diminuarea comportamentului agresiv la preșcolari Teză de doctor în psihologie, Chișinău, 2023

**Structura tezei:** introducere, trei capitole, concluzii generale și recomandări, bibliografie din 261 de titluri, 119 pagini text de bază, 38 de tabele, 16 figuri, 21 de anexe. Rezultatele obținute sunt publicate în 16 lucrări științifice.

**Concepte-cheie:** preșcolar, agresivitate, educație, comportament agresiv, intervenție, psiholog, familie, emoție, factori de risc, factori sociali, grupa de preșcolari, cadru didactic.

**Domeniul de studiu:** psihologia preșcolarului, psihologia agresivității.

**Scopul cercetării:** studierea particularităților agresivității în funcție de gen și vârstă, de climatul psihologic din familie, de statutul social în colectiv la copiii preșcolari și elaborarea unui program complex de intervenție psihologică pentru diminuarea comportamentului agresiv la copiii de această vârstă.

**Obiectivele cercetării:** realizarea studiului teoretic al agresivității la preșcolari; identificarea unui complex de instrumente de diagnosticare a caracteristicilor agresivității la copiii preșcolari; investigarea diferențelor de gen și vârstă în manifestarea comportamentelor agresive la vârsta preșcolară; determinarea gradului de intensitate a agresivității în raport cu climatul psihologic din familie; determinarea nivelului de agresivitate al preșcolarilor în raport cu statutul social din colectivul de copii; elaborarea și implementarea unui program complex de intervenție special adaptat pentru vârsta și problematica preșcolarului, în vederea diminuării comportamentului agresiv.

**Noutatea și originalitatea științifică:** pentru prima dată la nivel național s-a realizat un studiu comparativ-experimental privind comportamentul agresiv la preșcolari, în funcție de vârstă, gen, de climatul psihologic din familie și de statutul social în colectivul de preșcolari; s-a elaborat o metodologie de diagnosticare a comportamentului agresiv la preșcolari; s-a elaborat și s-a implementat programul complex de intervenție psihologică pentru diminuarea comportamentului agresiv la preșcolari.

**Rezultatele obținute care contribuie la soluționarea unei probleme științifice importante rezidă în:** *identificarea* particularităților de manifestare a agresivității la copiii preșcolari, precum și *elaborarea și implementarea* unui program complex de intervenție psihologică, centrat pe formarea unor competențe sociale și de management al furiei la copilul preșcolar, pe formarea unor noi competențe de management al situațiilor-problemă pentru părinți și pentru cadrele didactice implicate în procesul instructiv-educativ, *ceea ce a contribuit* la diminuarea comportamentului agresiv la copiii preșcolari.

**Valoarea teoretică:** au fost obținute cunoștințe științifice despre natura psihologică a agresivității și despre caracteristicile esențiale ale comportamentului agresiv la vârsta preșcolară; despre factorii agresivității la vârsta preșcolară; despre strategiile de diminuare a comportamentului agresiv la preșcolari.

**Valoarea aplicativă:** elaborarea, implementarea și validarea programului complex de intervenție psihologică orientat spre formarea la preșcolari a competențelor de management al furiei; formarea la părinți și la cadrele didactice implicate în procesul instructiv-educativ a competențelor de gestionare a situațiilor-problemă; generarea de produse conexe programului de intervenție, precum: *tabloul cu replici asertive, setul de teme abordate în activitățile formative de consiliere a părinților, blazonul grupului* etc.

**Implementarea rezultatelor științifice:** aspectele cele mai importante ale cercetării au fost discutate, analizate și implementate în cadrul conferințelor științifice organizate în instituțiile superioare de învățământ din Republica Moldova și din România, în cadrul activităților didactico-metodice organizate în instituțiile preșcolare de învățământ din România.

## АННОТАЦИЯ

Tudor (Olaru) Lăcrămioara - Елена

Снижение агрессивного поведения у дошкольников,

Диссертация на соискание ученой степени доктора психологии, Кишинев, 2022

**Структура диссертации:** диссертация состоит из аннотации (на 3-х языках), введения, 3-х глав, общих выводов и рекомендаций, библиографии, которая включает 261 источника, 21-ми приложений, 119 основных текстовых страниц, 38 таблиц и 16 рисунков. Полученные результаты опубликованы в 16 научных работах.

**Ключевые слова:** дошкольник, агрессия, воспитание, агрессивное поведение, психологическое воздействие, психолог, семья, эмоция, факторы риска, социальные факторы, группа дошкольников, педагог.

**Область исследования:** дошкольная психология, психология агрессии.

**Цель исследования:** изучить особенности проявления агрессии в зависимости от пола и возраста, психологического климата в семье, коллективного социального статуса детей дошкольного возраста и разработать комплексную программу психологического воздействия для снижения агрессивного поведения у детей этого возраста.

**Задачи исследования:** проведение теоретического исследования агрессии у дошкольников; выявление комплекса инструментов диагностики особенностей агрессии у дошкольников; исследование половых и возрастных различий в проявлении агрессивного поведения в дошкольном возрасте; определение степени интенсивности агрессии по отношению к психологическому климату в семье; определение уровня агрессивности дошкольников по отношению к социальному статусу группы детей; разработка и реализация специально адаптированной к возрасту и проблемам дошкольника комплексной программы вмешательства с целью снижения агрессивного поведения.

**Научная новизна и оригинальность:** впервые на отечественном уровне проведено сравнительно-экспериментальное исследование агрессивного поведения дошкольников в зависимости от возраста, пола, психологического климата в семье и социального положения в группе дошкольников; разработана методология диагностики агрессивного поведения у дошкольников; разработана и реализована комплексная программа психологического воздействия для снижения агрессивного поведения дошкольников.

**Полученные результаты, способствующие решению важной научной проблемы, заключаются в:** выявлении особенностей проявления агрессии у детей дошкольного возраста и разработке и реализации комплексной программы психологического воздействия, направленной на формирование навыков общения и управления гневом у детей дошкольного возраста, на формирование новых навыков решения проблем у родителей и педагогов, участвующих в учебно-воспитательном процессе, что способствовало бы снижению агрессивного поведения дошкольников.

**Теоретическая значимость:** получены научные знания о психологической природе агрессии и существенных характеристиках агрессивного поведения в дошкольном возрасте; о факторах агрессии в дошкольном возрасте; о стратегиях снижения агрессивного поведения у дошкольников.

**Практическая значимость:** разработка, реализация и апробация комплексной программы психологического воздействия, направленной на обучение дошкольников навыкам управления гневом, обучение родителей и педагогов, участвующих в учебно-воспитательном процессе, навыкам управления ситуацией - проблемой; создание продуктов, связанных с программой вмешательства, таких как: картинка с ассертивными замечаниями, набор тем, затронутых в формирующих мероприятиях из консультирования родителей, герб группы и т. д.

**Внедрение научных результатов:** наиболее важные аспекты исследования обсуждались, анализировались и внедрялись на научных конференциях, организованных в высших учебных заведениях Республики Молдова и Румынии, в дидактико-методических мероприятиях, организованных в дошкольных учреждениях Румынии.

## ANNOTATION

### **Tudor (Olaru) Lăcrămioara - Elena Decreasing aggressive behavior in preschool PhD thesis in psychology, Chisinau, 2022**

**Thesis structure:** introduction, three chapters, general conclusions and recommendations, bibliography of 261 titles, 119 pages of basic text, 38 tables, 16 figures, 21 annexes. The results are published in 16 scientific papers.

**Key concepts:** preschool, aggression, education, aggressive behavior, intervention, psychologist, family, emotion, risk factors, social factors, group of preschoolers, teacher.

**Field of study:** preschool psychology, psychology of aggression.

**The aim of the research:** to study the peculiarities of aggression according to gender and age, the psychological climate in the family, the collective social status of preschool children and the development of a complex program of psychological intervention to reduce aggressive behavior in children of this age.

**The objectives of the research:** to carry out the theoretical study of aggression in preschool; identifying a complex of tools for diagnosing the characteristics of aggression in preschool children; investigating gender and age differences in the manifestation of aggressive behaviors in preschool age; determining the degree of intensity of aggression in relation to the psychological climate in the family; determining the level of aggression of preschoolers in relation to the social status of the group of children; elaboration and implementation of a complex intervention program specially adapted for the age and problems of the preschool in order to reduce the aggressive behavior.

**Scientific novelty and originality:** for the first time at national level, a comparative-experimental study was conducted on aggressive behavior in preschool according to age, gender, psychological climate in the family and social status in the group of preschool; a methodology for diagnosing aggressive behavior in preschool was developed; the complex program of psychological intervention for the reduction of aggressive behavior in preschool was developed and implemented.

**The results obtained that contribute to solving an important scientific problem lie in:** *identifying* the peculiarities of aggression in preschool children and *developing* and *implementing* a complex program of psychological intervention focused on the formation of social skills and anger management in preschool children, on the *formation* of new problem-solving skills for parents and teachers involved in the instructional-educational process, which has contributed to reducing aggressive behavior in preschool children.

**Theoretical significance:** scientific knowledge was obtained about the psychological nature of aggression and the essential characteristics of aggressive behavior in preschool age; about the factors of aggression in preschool age; about strategies to reduce aggressive behavior in preschool.

**Applicative value:** elaboration, implementation and validation of the complex program of psychological intervention aimed at training preschoolers of anger management skills, training parents and teachers involved in the instructional-educational process of situation management skills - problem; the generation of products related to the intervention program, such as: the picture with assertive remarks, the set of topics approached in the formative activities from the parents' counseling, the coat of arms of the group, etc.

**Implementation of scientific results:** the most important aspects of the research were discussed, analyzed and implemented in scientific conferences organized in higher education institutions in the Republic of Moldova and Romania, in didactic-methodical activities organized in pre-school institutions in Romania.

**TUDOR (OLARU) LĂCRĂMIOARA - ELENA**

**DECREASING OF AGGRESSIVE BEHAVIOR AT PRESCHOOLERS**

**Specialty: 511.02 - Developmental psychology and educational psychology**

**Summary of the Doctoral Thesis in Psychology**

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