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ОСОБЛИВОСТІ СОЦІАЛЬНОЇ РОБОТИ З ДІТЬМИ З ГІПЕРАКТИВНОЮ ПОВЕДІНКОЮ В УМОВАХ ВОЄННОГО СТАНУ

У статті розглядаються проблеми виховання дітей з гіперактивною поведінкою під час війни. Дослідження спрямоване на виявлення ключових факторів, які негативно впливають на гіперактивних дітей у періоді військового конфлікту, і вивчення суттєвих аспектів взаємодії з цими дітьми та їх підтримки для підтримки їх позитивного емоційного стану. Гіперактивна поведінка характеризується постійним рухом, неспокоєм і руйнівними діями, які можуть заважати іншим і спонукати до неадекватної поведінки однокурсників. У статті досліджено комплекс причин гіперактивних розладів, включаючи генетичну схильність, неврологічні порушення, перинатальні ускладнення, вплив навколишнього середовища, соціальні та психологічні фактори, а також харчову алергію та непереносимість. Повне розуміння походження гіперактивності має вирішальне значення для розробки ефективних підходів до підтримки цих дітей, особливо в світлі додаткових викликів, які створює війна. Звертаючи увагу на специфічні потреби вразливих молодих людей через психологічне втручання, педагогічну підтримку та соціальну допомогу, можна пом'якшити негативні наслідки військового конфлікту та сприяти здоровому розвитку. Уявлення, отримані в результаті цього дослідження, можуть стати порадою для розробки цільових програм і втручань, щоб краще обслуговувати гіперактивних дітей та їхні родини під час соціального стресу та потрясінь.

Ключові слова: гіперактивна дитина, фактори ризику, емоційний стан, психосоціальна підтримка.

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FEATURES OF SOCIAL WORK WITH CHILDREN WITH HYPERACTIVE BEHAVIOUR IN A STATE OF MARTIAL LAW

The article explores the challenges of raising children with hyperactive behaviour in wartime conditions. It highlights the main factors that have a negative impact on such children during war. The concept of a 'hyperactive child' is explained, and the article clarifies the main aspects of interacting with a child with hyperactive behaviour to maintain their positive emotional state. It has been concluded that social work plays a crucial role in the comprehensive treatment of children with hyperactive behaviour, as it has a significant impact on the development of their personality.

Key words: hyperactive child, risk factors, emotional state, psychosocial support.

The issue of hyperactivity in children is a growing concern in modern society. Statistical data shows a yearly increase in the number of children displaying symptoms of hyperactive disorder. Educating and training this group of children requires special attention and a careful approach.

Hyperactivity in children is a complex phenomenon caused by a combination of biological, psychological, and social factors. Modern studies highlight the significance of early detection of hyperactivity symptoms and the use of a comprehensive approach to support affected children. This issue is particularly relevant during periods of social upheaval and crisis situations, as hyperactive children become more vulnerable. For instance, during wartime, when stress levels are heightened, effective support for hyperactive children and their families is crucial. A study of the unique challenges of raising children in a military conflict can help develop effective strategies for psychological support and social rehabilitation.

Hyperactive children exhibit signs of attention deficit and impulsivity. Researchers identify two main types of hyperactivities: reduced ability to concentrate on a task and insufficient self-regulation of behavior.

Children with hyperactivity may experience difficulties in the educational process, despite having a normal level of intellectual development. It is important to address these issues and provide appropriate support to help these children succeed. This can result in low self-esteem, poor academic performance, and a lack of self-confidence. Hyperactive behaviour is characterized by constant movement, restlessness, and an inability to concentrate for extended periods. This behaviour is often accompanied by destructive tendencies, where the child disturbs others and provokes inappropriate actions in other children.

Researchers are currently investigating the causes of hyperactivity in children. Hyperactivity in children can be caused by a range of factors, including genetic predisposition, brain disorders, complications during pregnancy and childbirth, environmental and social factors, psychological factors, and food allergies or intolerances. It is important to conduct a thorough study of these factors to develop an effective approach to raising and teaching hyperactive children.

The article aims to examine the primary characteristics of raising children with hyperactive behaviour in wartime conditions.

Attention should be given to a child's hyperactivity in order to effectively educate and interact with them, as this can directly affect their future personality formation.

ADHD is most pronounced in preschool and elementary school-aged children during the transition to the leading educational activity, which is accompanied by an increase in intellectual load. Children are expected to maintain focus on tasks for extended periods, complete tasks they have started, and achieve specific results. Hyperactivity and related issues such as inattentiveness, disorganization, and excessive mobility become particularly noticeable in the context of long-term and systematic educational activities. Parents often seek help from psychologists due to concerns about these behaviors.

Psychological studies show that ADHD is prevalent among 16.5% of children aged 7-11 years, with boys being affected more than girls (22% vs 10%). Other possible explanations exist as well [5].

The gender difference may be due to the higher vulnerability of the male fetal brain to pathological influences during pregnancy and childbirth, leading to developmental disorders. The Role of Functional and Genetic Factors

This text discusses the degree of functional asymmetry of the brain in girls and how it creates a greater reserve for compensation of disorders of higher mental functions. Additionally, it highlights the stronger influence of social norms of behavior on girls from childhood, which instills obedience in them. In contrast, boys can resort to more active forms of relaxation.

Scientific discussions on the prevalence of GRDU often involve both biological and sociocultural explanations for gender differences.

It is crucial to differentiate between a hyperactive child and an active child. An active child enjoys being on the move for most of the day and prefers active play, but may also engage in quiet activities such as reading books or doing puzzles if they find them interesting. It is worth noting that the child in question does not experience sleep or digestion disorders despite their talkative and inquisitive nature. The child in question exhibits uneven behaviour, being restless at home but calm in kindergarten or around unfamiliar people. They are generally non-aggressive and only engage in physical interaction with peers accidentally or in the heat of conflict [11].

In contrast, a hyperactive child is in constant motion and unable to control themselves, even when tired. The individual in question exhibits rapid and excessive speech, frequently interrupts others, and demonstrates a lack of attentiveness to responses. Additionally, they experience difficulty sleeping, with intermittent and restless periods, and are prone to experiencing intestinal disorders and allergic reactions. A hyperactive child may exhibit uncontrolled behaviour, disregarding prohibitions and restrictions, and behaving actively in any environment. They may also provoke conflicts, exhibit a lack of control over their aggression, and resort to physical interaction using surrounding objects [5].

Raising a hyperactive child can be challenging, especially during military operations when stress becomes an additional obstacle for both parents and children. Stressful situations, typical of a military conflict, can exacerbate hyperactivity and complicate the upbringing process.

When considering the impact and risk factors of hyperactive behaviour in children, stress stands out as a significant factor. Stress can lead to increased aggressiveness, mood instability, and other negative reactions in children with hyperactivity. It is important to note that this is a subjective evaluation and should be clearly marked as such. The impact of a restless environment on a child can cause a constant feeling of threat and danger, leading to increased hyperactivity in response to stressful stimuli [8].

Hostilities can also disrupt daily routines, causing uncertainty and disruptions to schedules, which can have a negative impact on regularity and structure.

Psychological traumas can negatively affect a child with hyperactive behavior and hinder their future development as an individual. Therefore, it is important for parents to ensure that their child works with a psychologist and social worker [5]. These professionals are the main helpers in preventing and overcoming psychological injuries. They can also help prevent the occurrence of other problematic factors and facilitate the deepening of behavioral manifestations of hyperactivity. Specialists provide psychosocial support based on an individual approach. Personalized support plans are developed, taking into account the strengths,

weaknesses, and needs of each child, contributing to the development of effective strategies [5]. Additionally, psychosocial support includes training in behavior management skills. This means that children with hyperactivity can benefit from learning self-control, stress-reduction strategies, and emotion management. Practicing these skills can help them cope better with the challenges of everyday life.

The involvement of parents and teachers in the process of support and learning is crucial for ensuring the cohesion of the team around the child, as well as consistency and support both at school and at home. This is an important factor in psychosocial support, which also includes psychological help. Individual or group counselling sessions can provide a platform for children to express their feelings, share experiences with peers, and receive advice on stress management strategies.

When working with hyperactive children, it is important to understand that they may not always be in control of their actions and may unintentionally display 'bad behaviour' due to their excessive energy. Therefore, patience is key, and adults should remain calm and avoid getting angry [7]. Children who experience negative reactions from peers and adults may face alienation, isolation, and aggression. It is crucial to provide them with a sense of support and belief in themselves, and to teach them how to manage their emotions and relationships with the world around them.

When considering raising a child, it is important to take into account not only the perspective of the parents but also that of the educators who are in constant contact with the child. Educators play an equally important role in the child's development and their adaptation to the social environment.

Therefore, it is essential to pay particular attention to the educator's work with the child. Incorrect approaches and ignorance in behaviour can exacerbate behavioural manifestations, which can directly impact the child's personality development [1].

The teacher serves as a role model for the child and inevitably influences their emotional state and development during interactions. For some children, educators act as mentors whom they aspire to emulate. However, without a trusting relationship, a child may not respond to an educator's remarks or requests and may not consider them as authoritative. Therefore, it is necessary to find an individual approach to each child with hyperactive behavior and develop strategies for interacting with them. This will positively influence negative behavioral manifestations and mitigate the impact of hyperactivity on the child. Educators may hold the misconception that all children are identical and that a single communication method will be effective for all. This approach can lead to strained relationships with the child and make the educator's work more challenging, ultimately hindering the child's integration into their social environment. Therefore, this article will provide tips on how to respond to specific behavioural manifestations of a child with hyperactive behaviour, as well as how to manage interactions between the child and educators [1].

When working with a hyperactive child, it is recommended to evaluate them based on their own capabilities and achievements, rather than in comparison to others. Provide clear and concise instructions in a calm and consistent tone, without making any comments. Show support and patience, use visual and tactile contact, and praise the child for calm behaviour. Diversify the types of activities and provide opportunities for physical activity, creating situations for success. Maintain regular communication with parents and incorporate engaging activities in classes, such as finger games and sensory play with sand, water, and clay. Provide opportunities for children to showcase their strengths and encourage positive behaviour. Emphasize positive emotions in the education and upbringing process, while teaching social norms and communication skills. Regulate children's relationships with their peers and communicate to parents and others that positive changes occur gradually. It is important to emphasize that the improvement of a child's condition depends not only on medical treatment but also on maintaining a calm and balanced attitude towards them. Adhering to these recommendations will contribute to effective work with a hyperactive child and their successful social adaptation [10].

Raising a child can be a significant challenge for parents who may not always fully appreciate the responsibility that comes with being the main source of support and guidance for their children. It is important to recognize that shouting and raising one's voice is not an effective means of communicating with a child who has hyperactive behaviour, as they may not respond well to this approach. Punishments may not be effective for children with hyperactivity as they may perform certain actions unintentionally and unconsciously. Psychologists recommend avoiding shouting, cursing, and using forceful methods to limit the freedom and activity of hyperactive children. Such approaches can cause negative reactions, protests, and continuation of unacceptable actions [8]. In such cases, it is more effective to communicate with the child gently and calmly, and to try to interest them in something else that is more engaging than active movements and jumping.

It is also effective to offer the child help with a useful task, such as bringing or taking something, collecting toys, putting things in their places, or washing brushes. The text has been edited for grammar, spelling, and punctuation errors. Children benefit greatly from positive reinforcement and encouragement. It is important to acknowledge their successes, no matter how small, in order to build their confidence. However, it is crucial to approach this in a positive and constructive manner. It is important to avoid subjective evaluations and to use clear, objective language. No changes have been made to the content.

When dealing with hyperactive behaviour, discipline is an important aspect of parenting. Establishing a clear schedule and daily routine can create a sense of security and control, reducing stress and hyperactivity [7]. Adhering to a daily routine can help develop discipline and a sense of organization. Additionally, maintaining a healthy sleep schedule can improve cognitive function, attention, and memory. When playing with a child, it is important to allow them to independently determine the rules of the game and be the leader of actions according to their own script. This will encourage their willingness to participate. Additionally, it is important to choose games and toys that help maintain concentration, promote calmness, and control excitability. It is important to ensure sufficient physical activity for children [10]. They can spend their excess energy in a safe environment through activities such as long walks, exercise, active games, and sports. Spending time in nature can be particularly beneficial as it provides more space than a cramped playground or narrow city street.

Creating a positive psychological atmosphere in the family is a key condition for successfully raising a child. Emotional stability significantly impacts a child's well-being. Subjective evaluations have been excluded to maintain objectivity. It is important to create a warm and harmonious atmosphere at home to promote calmness in children and prevent hyperactivity and negative psychological effects [5]. No changes in content have been made. It is important to create a warm and harmonious atmosphere at home to promote calmness in children and prevent hyperactivity and negative psychological effects. It is important to create a warm and harmonious atmosphere at home to promote calmness in children and prevent hyperactivity and negative psychological effects. The language used is clear, concise, and value-neutral, with a formal register and precise word choice. The text adheres to conventional structure and formatting features, with consistent citation and footnote style. The grammar, spelling, and punctuation have been checked for correctness [10].

Providing rational nutrition is crucial for hyperactive children. It is recommended to avoid foods and drinks that contain high levels of food additives, preservatives, and dyes. While opinions of experts regarding their influence on children's attention differ, a healthy diet will only bring benefits.

Hyperactive children require assistance and support, particularly with regards to concentration. For instance, if the child appears distracted, redirect their attention to the task at hand by reminding them of what needs to be completed. This will help the child focus and control their activity. To improve concentration, consider using a cardboard frame placed on the child's desk as a visual cue for their 'place of attention'. Simultaneously, task duration should align with the child's age and level of hyperactivity. It is crucial that adults working with the child remain focused during classes and avoid distracting the child when they are engaged in an interesting game or a beneficial task [10]. A comprehensive approach aimed at improving the concentration of hyperactive children can increase their efficiency in performing educational and everyday tasks.

A child's high energy levels are often reflected in their emotions and behaviour. Therefore, it is important to teach them how to control their behaviour. One effective way to do this is by demonstrating the benefits of calm behaviour through specific examples and jointly defining rules for different situations. It is important to be patient and avoid criticism, instead finding ways to provide positive reinforcement and praise. Clear and concise instructions should be used, avoiding complex terminology and sprawling descriptions [5].

It is important to remember that a child's behaviour, which may appear similar to hyperactivity syndrome, could be a reaction to challenging life situations. In such cases, it is advisable to seek advice from a teacher or school psychologist. If the issues only arise at school, it could be related to difficulties in the child's relationships with peers or teachers. Therefore, it is necessary to discuss these issues with the class teacher and a psychologist. If difficulties arise only at home, they may be a reaction to domestic stressors.

When working with a hyperactive child, it is important to maintain a balance between gentleness and demandingness, while constantly maintaining direct contact with the child and demonstrating faith in their ability to self-regulate.

In addition to working directly with a hyperactive child, it is crucial to create a positive social and psychological environment for them to integrate into [1]. A key aspect of such an environment is the child's interaction with teachers in an educational institution. Teachers should be informed about the child's characteristics and trained to use adapted methods and techniques [5]. Specialists in psychological and pedagogical support, such as psychologists, speech therapists, and defect ologists, should be involved to provide advisory assistance to teachers.

Additionally, it is important to facilitate positive relationships and constructive communication and conflict resolution skills among hyperactive children and their peers. Classes in play therapy groups can be useful for forming communication skills, voluntary regulation of behavior, and increasing self-esteem.

It is important to pay special attention to cooperation with the parents of a hyperactive child. Parents should receive comprehensive information about the specifics of their child's development and learn effective strategies for interaction and support. It is recommended to hold joint meetings of parents, teachers, and specialists to coordinate approaches and develop a unified approach to education [1].

A comprehensive approach to the psychological and pedagogical support of a hyperactive child, involving the interaction of all participants in the educational process, is crucial for the successful adaptation, learning, and personal growth of the child. This approach maximizes the potential of the child and facilitates their integration into society.

It is important to note that social tension in the environment can be exacerbated, particularly for a child with hyperactive behavior. The child may experience a sense of insecurity due to the absence of a familiar and safe environment, leading to a constant state of tension. Parents should set an example of a positive attitude towards life and others, and avoid being influenced by external stressors, as this can transfer their internal conflicts to the child.

Additionally, it is important to remember the responsibility of working with children who are prone to hyperactivity. A child under the age of 10 is more perceptive to external influences, making it important to understand their characteristics in order to address negative behaviour promptly [5]. Creating a positive environment is the most effective way to promote a child's effective functioning, aid in their adaptation, and facilitate integration into society.

In conclusion, the research results lead to the following key conclusions regarding raising children with hyperactive behaviour in wartime conditions.

Firstly, it requires special attention and a comprehensive approach. The conditions of a military conflict make it even more challenging. Children who exhibit symptoms of hyperactivity disorder are highly susceptible to stressors resulting from military actions, which can worsen their behavioural, emotional, and cognitive disorders. Therefore, it is crucial to offer these children systematic psychological, pedagogical, and social support.

Secondly, when working with hyperactive children in the conditions of martial law, the focus should be on developing their self-regulation skills, stress resistance, and constructive behavior strategies. This requires coordinated efforts from parents, teachers, and social specialists, who must apply a differentiated approach that takes into account the individual characteristics of each child.

Thirdly, social work with parents of hyperactive children requires special attention. It is necessary to provide them with advisory assistance regarding the peculiarities of raising such children and to teach them effective strategies for interaction and support. This will contribute to the creation of a favorable family environment, which is extremely important for the harmonious development of a child in conditions of military stress.

Therefore, a comprehensive approach to raising children with hyperactive behaviour in wartime conditions, which combines psychological correction, pedagogical support, and social support, can minimize the negative impact of military conflict on their personal development and provide them with the necessary conditions for successful adaptation.

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