

# Singularity of fifth grade pupils anxiety

Elena Vinarchik<sup>1</sup>, Svetlana Balashova<sup>2</sup>

1. Humanitarian Institute, Vladimir State University named after Alexander Grigorievich and Nikoliy Stoletovs, RUSSIA, Vladimir, Belekonskoy st. 5, E-mail: elena-vinarchik@rambler.ru
2. Humanitarian Institute, Vladimir State University named after Alexander Grigorievich and Nikoliy Stoletovs, RUSSIA, Vladimir, Belekonskoy st. 5, E-mail: miss88@mail.ru

**Abstract – features of the correction program sent to the decline of level of anxiety of fifth grade pupils by the methods of musical therapy.**

Keywords – the rapy, anxiety, pupils, correction program, psychotherapy.

## I. Introduction

The problem of school anxiety is now interdisciplinary. It is relevant not only to the field of education and psychology, but also to developmental and medical psychology as well as sociology. Anxiety is considered to be a transient mental state aroused under the stress. It also corresponds to the phenomenon accompanying the frustration of social needs and as a special personal characteristic.

## II. Page Setup

Fifth grade pupils have one of the most difficult periods in the development of schoolchildren, because they experience two crises, age-related and educational, at the same time. Age-related crisis is caused by the transition from childhood to early adolescence. Adolescence is the stage of personality development between childhood and adulthood, a qualitatively new stage in the development of the schoolchild, which is characterized by changes associated with the beginning of pubertal growth stage and the entry into adulthood. Educational crisis is related to the transition from primary to the main stage of general education. In the fifth grade the teacher having developed various relations with the child and her parents during four years is replaced by different teachers teaching different subjects.

Thus, the fifth graders are going through a difficult period of development, when there is a superimposition of educational and age-related crisis and younger teenager is often under stress, which in turn results in increased levels of anxiety.

Anxiety is the very widespread psychological phenomenon. Anxiety as the state renders, mainly, negative, desorganized influence on the results of activity as of children preschool, junior school, juvenile ages so adult, and also is the index of trouble of personality development.

The period of educating at school coincides with the age-dependent stages of socialization - childhood and youth, that are basic, fundamental, because this time of

forming of personality. If at this time an alarm and lack appear the main experiencing of confidence, personality is formed anxious and suspicious.

It is necessary to mark that many factors can influence on the level of personality anxiety of student of the fifth grade, such as: presence of anxiety for the parents of teenager, anxiety in relation to a child, plenty of prohibitions, threats in family, conflicts between parents, psychological traumas and other. But it is impossible to eliminate circumstance that school life, interrelation with teachers and class-mates similarly can be factors rendering enormous influence on personality of student on the whole and level of anxiety in particular.

Nowadays, teenage anxiety is a common phenomenon, so the modern educational environment needs effective teaching methods and means to support young people with higher anxiety level.

This theme chosen by us is actual, because the problem of school anxiety consists and in the necessity of development of methodologies and programs of correction. Presently psychologists and internists are use the most various methods of correction of emotionally-personality disorders of children, however works are sanctified to using exactly of musicotherapy as a correction method of emotional complexes in psychological literature meet rarely, that specifies on not worked out of this subjects and necessity of further study.

The problem of school anxiety is to develop methods and programs of correction. Nowadays psychologists and therapists use a variety of methods for correcting emotional and personality disorders in children, but there are very few papers devoted to the use of music therapy as a method of corrective emotional complexes in psychological literature which means lack of research in this area and need for further study.

Anxiety increase in fifth grade pupils may result from certain interpersonal conflicts and in adequate development of self-esteem, as well as conflicts with both peers and adults. It should be taken into consideration that peers communication is of special significance, and at the same time autonomy is the subject to fight for against adults (parents and teachers). [1, pp. 3-18]

Anxiety is a condition that occurs as an emotional reaction to a stressful situation and can vary in intensity and dynamic over time. Anxiety is common to every person more or less. A little anxiety summons to achieve the goal. Strong feeling of anxiety can be "emotionally crippling" and result in despair. Anxiety corresponds to problems to cope with. For this purpose, various protective mechanisms (methods) are used.

It is possible to mark the next age-dependent features of junior teenager: requirement in deserving position in the collective of coevals, in family; enhanceable fatigueability; aspiration to a void isolation, both in a class and in a small collective; disgust for groundless prohibitions; receptivity to the misses of teachers; overvalue of the possibilities realization of that is assumed in remote future; absence of adaptation to the failures; absence of adaptation to position "worst"; tendency to give way to dreamings; dread of desecration

of dream; brightly expressed emotionality; demand to accordance of word to business; enhanceable interest in sport; in fatuation for collection, music and cinematographic art.

Analysing and systematizing theories it is possible to distinguish a few sources of alarm: an anxiety is based on the reaction of fear; alarm from the loss of love; alarm from inability to capture an environment; alarm in a state of frustration.

An alarm is peculiar to everybody in one or another degree. An insignificant alarm operates to mobilize the achievement aim. Strong sense of alarm can be "emotional maiming" and to result in despair. An alarm for a man presents problems it is necessary to manage with that. Different nocifensors (methods) are used to that end.

We can widely use music in psychotherapy. In foreign literature, we can find examples of music treatment of various mental disorders ranging from household neuroses to severe diseases of maladjustment in psychiatry. [2, pp. 35-67]

Summarizing the information of different scholars and trends, we can say about the effectiveness and potency of music in psychotherapy which are expressed in aesthetization and harmonization of hospital environment, assistance in the development of communicative acts, as well as creative imagination and fantasy, relaxation of psychological tone; expansion and development of emotional sphere; a sense of community and aesthetic needs.

The objective of our study was to evaluate the effectiveness of intervention program aimed at reducing the level of anxiety in fifth grade pupils with music therapy techniques.

To carry out the empirical study we used the following methods: Test of School Anxiety by S. E. Phillips, Personal Anxiety Scale by A. M. Prihozhan, Multidimensional Assessment of Children's Anxiety by E. E. Romitsynoy and Nonexistent Animal projective technique by M. Z. Drukarevich as well as the correction program combined with music therapy followed by mathematical processing of the results.

The hypothesis is to confirm that the corrective program developed on the basis of music therapy helps reduce the level of anxiety in fifth grade pupils. In the course of the study the hypothesis proposed was confirmed.

At the stage of initial diagnosis we identified 28 fifth grade pupils with high and higher levels of anxiety (70%).

The most disturbing factors of children were also identified; they include "the fear of self-expression", "fear of knowledge test", "frustration of success acquisition need", "fear of no meeting the expectations of others" and "the experience of social stress" as a rule in "the situation of self-expression", "academic successfulness" and "decreased mental activity". A large number of pupils also have a fear of supernatural beings and anxiety in situations of interpersonal interaction with peers and adults.

The results of re-diagnosis in the control and experimental groups, which was conducted by the same psychological methods showed the dynamics of reducing anxiety in fifth grade pupils. In deed, 30% of children from the experimental group had the overall level of "school, interpersonal magical and anxiety reduced. In general, indicators of almost all parameters were reduced. Thus, high and elevated levels of anxiety were reduced in terms of "the fear of self-expression," "anxiety in relationships with parents and teachers," "anxiety in a situation of self-expression", "decreased mental activity", "fear of no meeting the expectations of others," "frustration of success acquisition need" and "low resistance to physiological stress." Methods of mathematical processing of data used in the study showed the accuracy of the results.

Thus, it was stated that the use of targeted remedial and developmental activities with the help of music therapy, had real impact on reducing anxiety in fifth grade pupils.

## Conclusion

These results showed a high level of anxiety in fifth grade pupils, and therefore, we have developed and tested a correctional program with elements of music therapy. The purpose of the program is to improve health and emotional background due to lower levels of anxiety, which will contribute to the emotional stress reliever, the acquisition of new means of emotional expression, as well as the development of self-consciousness and self-awareness.

## References

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