

# Addictive Vulnerability of Modern Processes of its Regulation

Chinara Shakeeva



Faculty of Psychology and Pedagogical Disciplines,  
Kyrgyz-Russian Academy of Education, Kyrgyzstan

# Introduction

## Ascertaining experiment

### Purpose

Study of the features of self-regulation in adolescents prone to problematic behaviour.

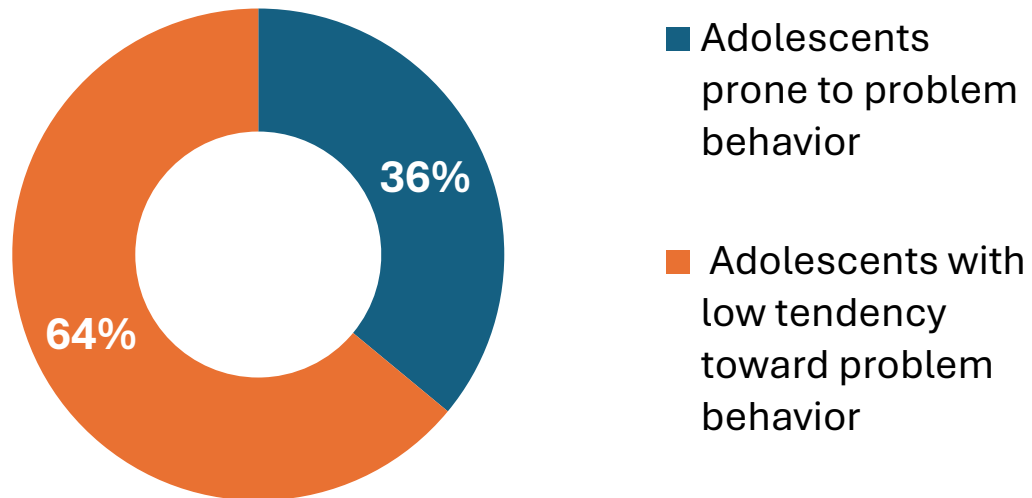
### Research methodology

For diagnostics, the following were used: questionnaire "DAP-P" (Diagnostics of accentuations of adolescent behaviour), the technique "Stylish self-regulation of human behaviour" (V.I. Morosanova, E.M. Konoz).

# Diagnostic Study

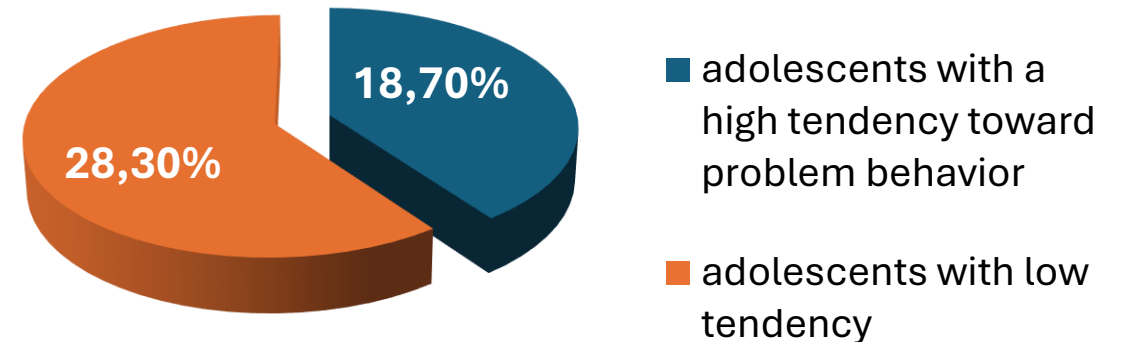
- 64% of youth show normative behaviour.
- 36% are at risk (delinquent, suicidal, or addictive behaviours).
- This group displays **lower self-regulation** (average score 18.7) than their peers (average score 28.3).

**Distribution of adolescents by type of tendency toward problem behaviour**



**Tendency toward problem behaviour**

Expression of the general indicator of self-regulation of adolescents with different tendencies to problem behaviour (N=56).



# Formative experiment

## Objective

Development of self-regulation and emotional stability in adolescents prone to problematic behavior through participation in psychological and pedagogical training.

## Method used

The following practices were used within the training:

### 1. Stop - Pause - Action

Learn to recognize the moment of an emotional outburst, pause and then consciously choose a reaction.

### 2. Emotional Thermometer

Daily self-monitoring of emotional state → recognize and regulate stressful conditions.

### 3. The role of the observer

An exercise to develop metacognition → tracking thoughts and emotions without engaging in them impulsively.

## Results

Decreased impulsivity and improved ability to manage emotions.

# Control Study's Results

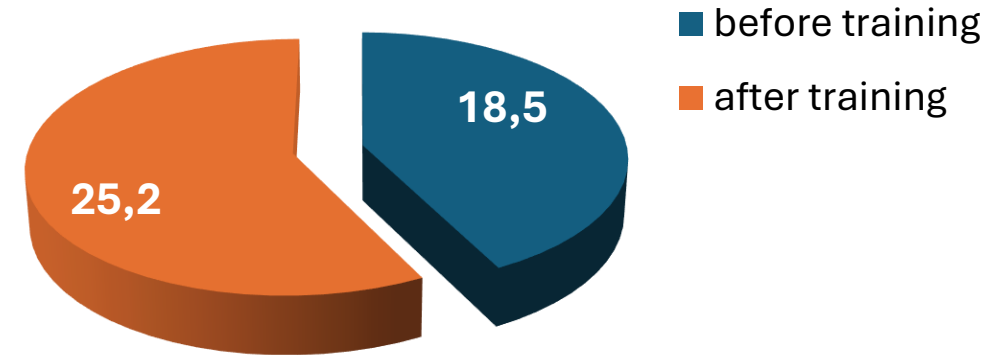
## Objective

To evaluate the effectiveness of training in developing self-regulation in adolescents prone to problematic behaviour.

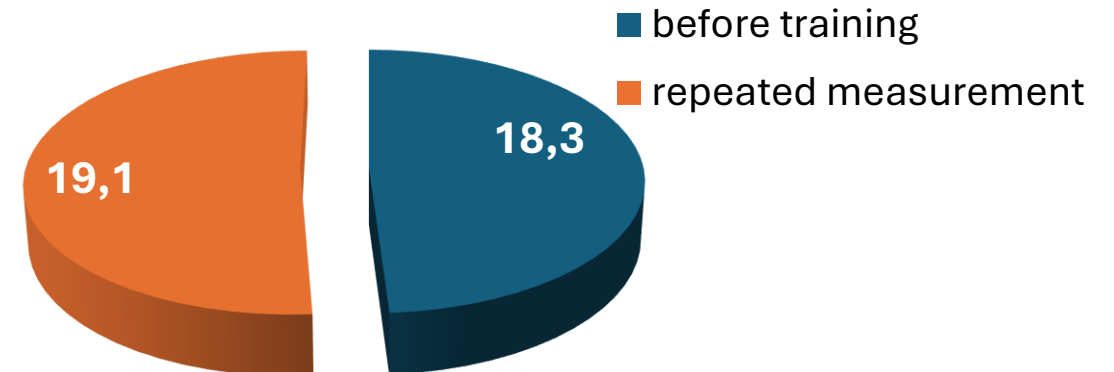
## Results

Experimental group: +6.7 points in self-regulation; control group: +0.8 points. Improvement in planning (+1.4), evaluation of results (+1.2), and behavioural flexibility (+1.7).

Changes in self-regulation indicators in adolescents (experimental group) (+6.7)



Changes in self-regulation indicators in adolescents (control group) (+0.8)



# Conclusion

## Analysis of results

In the experimental group, there is a significant increase in the level of self-regulation - by 6.7 points on average. In the control group, the growth is minimal (+0.8 points), which can be explained by spontaneous development or adaptation.

## Conclusions of the control stage

The applied training effectively increases the level of self-regulation in adolescents with a high risk of problematic behaviour.

The training elements contribute to: improving awareness; reducing impulsive reactions; developing sustainable behaviour in stressful situations.

## Conclusion on the study

Adolescents prone to problematic behaviour have a reduced ability to self-regulate. Formative training helps to develop key skills of emotional self-control. The control experiment confirmed the effectiveness of the proposed approach.