CONFLICT BEHAVIOR OF YOUNGER SCHOOL CHILDREN: 
NEUROPSYCHOLOGICAL AND NEUROPEDAGOGICAL OPTICS

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ABSTRACT
The article reflects the results of theoretical and applied research in the field in related fields: neurophysiology, neuropsychology and neuropedagogy, which substantiate the idea of the cognitive nature of conflict behavior of a junior schoolchild as a synthetic phenomenon. The European Union, the US Congress, and the decade of brain research announced the last decade of the twentieth century. Neurocognitive technologies are firmly connected with the scientific picture of the future world order. In Russia in recent decades, research in the field of cognitive science has received a new impetus for development. The new ideas are received by the ideas of great physiologists, physicians, philosophers and psychologists of the past. According to Russian scientists, for the sciences of the twenty-first century, brain research begins to play a unifying role, as well as, for example, for the sciences of the last century, the study of heredity role, as well as, for example, for the sciences of the last century, the study of heredity. The discovery of the essential characteristics of DNA has linked many areas of knowledge such as neuroscience, microbiology, and immunology. Around the brain research, both social and social sciences are synthesized, new pedagogical, psychological and medical technologies are being developed. In the younger school age, the cortex of the cerebral hemispheres is maturing and intraocular interaction is improved, on the basis of which purposeful behavior is formed, the individual dynamics of mental development is determined. However, the most important, specifically human parts of the brain, responsible for programming, regulation and control of complex forms of mental activity, have not yet completed their formation in children of this age, so that the regulatory and inhibitory effect of the cortex on subcortical structures is insufficient. Imperfection of the regulating function of the cortex is manifested in peculiarities of behavior, organization of activity and emotional sphere peculiar to children of this age: younger schoolchildren are not capable of long-term concentration, are easily excitable, conflictual, and aggressive.

Keywords: ontogeny, junior school age, conflict, neurophysiology, neuropsychological work.

INTRODUCTION
Relevance of the Topic. The European Union, the US Congress, and the decade of brain research announced the last decade of the twentieth century. Neurocognitive technologies are firmly connected with the scientific picture of the future world order. In Russia in recent decades, research in the field of cognitive science has received a new impulse of development through interaction with ideas in the field of biotechnology, molecular and cellular biology, and information technology. New reading is received by the ideas of physiologists I. Sechenov, I. Pavlov, A.Ukhtomsky, V. Bekhterev, psychologists A.Luria, A. Semenovich, K. Anokhin.

According to Russian scientists, for the sciences of the twenty-first century, brain research begins to play a unifying role, as well as, for example, for the sciences of the last century, the study of heredity. The discovery of the essential characteristics of DNA has linked many areas of knowledge such as neuroscience, microbiology, and immunology. It is obvious that around the study of the brain today both social and social sciences are synthesized, new pedagogical, psychological and medical technologies are being developed (K.Anokhin). Beginning of primary school age almost coincides with the period of the second physiological crisis, occurring at the age of 7 years (in the child's body there is a sharp endocrine shift, accompanied by rapid body growth, increased internal organs, vegetative restructuring). This means that the cardinal change in the system of social relations and the activities of the child coincides with the period of restructuring of all the systems and functions of the body, which requires great tension and the mobilization of its reserves. [12]. During this period, there
is an intensive development and qualitative transformation of cognitive processes: they begin to acquire an indirect character and become conscious and arbitrary. The child gradually takes possession of his mental processes, learns to control attention, memory, thinking.

These processes are carried out with the participation of the entire cortex of the cerebral hemispheres. A special role in the younger school age belongs to the development of brain mechanisms that provide specific speech activity. By this age, progressive transformations of the cellular and fibrous structures of the speech zones (Broca's area and Wernicke's area) and the frontal cortex parts that carry out the programming of speech activity are taking place. In the formation of graphic forms of speech (reading, writing), the organization of visual-spatial activity, fine motor skills and visual-motor integration are of great importance. The mechanisms underlying these processes are not yet mature enough. In 7-8 years, there is a deficit in central programming of fine precision movements of hands. Brain support for arbitrary precision movements is intensively formed by 9-10 years. Gradually, the mechanisms of visual and spatial activity are formed. In the organization of this activity, in the 7-8 years, both the left and right hemisphere participate, while from the age of 9-10 years mainly the right one.

The modern generation of junior schoolchildren is distinguished by an increased level of conflict, which is confirmed by numerous studies of teachers and psychologists, noted the growing conflicts among classmates, between parents and teachers, between students and teachers. On the one hand, the lack of theoretical research into the specifics, determination and methods of psychological and pedagogical correction of the conflicts of junior schoolchildren, and the extreme urgency of the problem of conflict situations among modern schoolchildren for psychological and pedagogical practice, on the other hand, led to the choice of the topic of our article “Conflict behavior of younger schoolchildren: Neuropsychological and Neuropedagogical Optics”.

Degree of Elaboration of the Problem. According to psychologists, junior school age plays an important role in the formation and consolidation of basic models of children's behavior, including conflict. Therefore, it is necessary to pay attention to conflict situations among children and to make attempts to correct them not in adolescence, when the basic stereotypes of behavior have already been formed, namely in the younger school age, when these reactions have not yet acquired the character of stable and fixed ones. In works Skripchenko AV, Dolinskaya LV, Ogorodnichuk I.V. various approaches to the allocation of the components of the system of psychological and pedagogical conditions of upbringing are reflected. In addition, the younger the child, the easier it is to influence it, and the more effective will be the preventive and corrective work with it.

Neuropsychological studies A.Luria, E.Chomskaya, A. Semenovich, E. Simernitskaya and other Russian scientists have shown that educational difficulties often have a physiological basis - defeat or dysfunction of certain brain regions, which lead to a violation of behavior.

Methodological support of the study was: a program of complex neuropsychological correction and developmental ablations in childhood (A. Semenovich [3]), the concept of sensorimotor correction in psychosomatic disorders in childhood (A. Sultanova, [2]), a course of neuropsychological corrective occupations with children (M. Evlampieva.and others, [3]), the program of sensorimotor correction for mental development disorders in children of primary school age (V. Korneeva , [1]).

The ways of solving conflict situations are relevant for modern society. Conflict is a way of eliminating the contradictions that arise in the process of interaction between the parties. Determining the ways of neuropsychological and neuropedagogical correction of the behavior of younger schoolchildren is an important task in preventing conflicts in children of primary school age.

The Purpose of the Study. It is theoretical and experimental study of the role of the neuropsychological factor and the characteristics of conflict behavior in children of primary school age, as well as the identification of psychological and pedagogical conditions for preventing conflicts in the formation of the personality of younger school children.

In accordance with the goal of the research, the following tasks were set:
1) conduct a theoretical analysis, identify neuropsychological factors that determine the nature of predisposition to personality to conflict behavior, in particular in younger schoolchildren;
2) identify the psychological characteristics of the conflict, its structure, scope, dynamics;
3) determine the conditions of neuropsychological and neuropedagogical effects with the aim of correcting the behavior of younger schoolchildren prone to conflict.

Statement of the Main Material. Conflict is a clash of opposing interests or views, which determines the content of the conflict situation. The latter is a typical phenomenon for the process, the participants of which work to achieve a single goal. It usually arises through different points of view, different views on the solution of the problem and the achievement of the best result [7].

N. Grishina [3], considering the conflict situation in interpersonal relations, notes that this is a situation in which there is a contradiction between its participants, manifested in their opposition to each other (confrontation, confrontation) and accompanied by affective manifestations. In most cases, any conflict situation turns into interpersonal relations, thus developing into a conflict. The most common type of conflict is interpersonal, which is present in almost all spheres of human activity.

Interpersonal conflict is a significant psychological problem that requires solution. Both sides of the conflict are trying to act actively to resolve contradictions that have arisen in the interests of one or both sides [4]. Dolinskaya L., Ogorodnichuk I., taking into account the negative consequences of conflict interaction, noted that conflict prevention is an even more important component than a constructive solution to them [1].

Conflict behavior of the younger schoolboy depends on the violation of morpho-functional maturity of the structures of the central nervous system, which is caused by the following reasons:

1. Delayed development of the prefrontal divisions of the brain and the connections between the frontal lobes and the subcortical-stem structures of the brain
2. Functional deficiency of subcortical (subcortical-stem) brain structures.
3. The delay in formation of interhemispheric interaction

At the younger school age, the cortex of the large hemispheres is already largely mature. In a 7-year-old child, the size of the surface of most cortical areas is about 80% of their size in an adult: the temporal and occipital zones are completely formed, the latter is the most “human” frontal region most responsible for the programming, regulation and control of complex forms of mental activity.

In the development of the frontal region of the human cerebral cortex, three periods of development have been identified according to the dynamics of structural transformations: the first period is from birth to 6 years, the second from 7 to 12 years, the third from 13-14 to 20 years. During the first period, the processes of growth of its layers and the differentiation of neurons, proceeding simultaneously, predominate in the structural rearrangement of the frontal cortex. The increase in the thickness of the cortex in field 44 (Broca's speech center) and in field 32/10 (the receptor area of emotional experiences) is most intense during the first year of life and ends in the field of 44 to 8 years, in the 32/10 field to 7 years.

During the second period, structural changes in the cortex of the frontal region are of a heterochronic nature. At the same time, the processes of differentiation and specialization of neurons dominate; Intra- and inter-ensemble relationships are intensively formed. The areas of the profile fields of pyramidal neurons in the III and V layer of the cortex of the frontal region are increasing. But in this age period, neural elements are still insufficiently developed, which connect this region with other parts of the brain, few stellar intercalary neurons. These cells have an extensive system of processes (hence the ‘stellar’), which form numerous contacts with the outgrowths of other cells. This determines their crucial role in the formation of connections between individual nerve elements. The stellate cells mature most late, and their maturation, to a greater extent than other cortical neurons, depends on their functioning. These structures may or may not achieve full maturity, depending on their use or non-use. In this one of the main properties of the brain is seen - its high plasticity.

Thus, the prefrontal part of the frontal lobe is the most maturing part of the brain, namely, it ensures the regulation of all types of mental activity of a person. "Specific human" fields pertaining to speech activity are differentiated at later stages, and their differentiation continues after 7 years. The age of 7 years is critical, since during this period many fields of the frontal region reach maximum development, and in others, and later, there is a big rise in development (Brain development of the
child, 1965, Semenova L. et al., 1990). Consequently, the most complex forms of organization of behavior and mental processes that require a high level of development of voluntary control of activities are inaccessible to children of primary school age (7-10 years). Therefore imperfection of the regulating function of the cortex is manifested in peculiarities of behavior, organization of activity and emotional sphere peculiar to children of this age: younger schoolchildren are easily distracted, incapable of prolonged concentration, excitable, conflictual.

Higher mental functions are provided by simultaneous joint work of many areas of the brain. A. Luria noted that higher mental functions as complex functional systems can not be localized in narrow areas of the cerebral cortex or in isolated cellular groups, but should encompass complex systems of jointly operating zones, each of which contributes to the implementation of complex mental processes and which can be located in completely different, sometimes far apart from each other parts of the brain. The formation of the brain organization of mental processes in ontogenesis occurs from stem and subcortical formations to the cerebral cortex (from below upwards), from the right hemisphere of the brain to the left (right to left), from the posterior parts of the brain to the front (from the front to the front). (Semenovich A..2002). And the final stage of this construction is taking over the leadership of the whole brain and all functions - the descending controlling and regulating influence from the front (frontal) divisions of the left hemisphere, which direct the energy provided by the lower areas.

Functional insufficiency of subcortical (subcortical-stem) brain structures leads to fairly common disorders in younger school age in the basal ganglion system -frontal cortex. The subcortical structures of the basal ganglion include the amygdala, which is a key center associated with aggression, anxiety, and stress. The amygdala (cerebellum amygdala, almond-shaped body) is located inside the temporal lobe of the brain. It sends sensory and stress signals capable of causing aggression. The amygdala transmits the signal in two directions - the hypothalamus for triggering vegetative and endocrine reactions and the associative frontal cortex for the implementation of behavioral programs. Through the hypothalamic-pituitary system, there is an effect on the adrenal cortex, which synthesizes corticosteroids that release cortisol and metabolize metabolism for increased energy consumption. Neurons and many brain centers respond to cortisone with increased aggression, anxiety, and tension. The concentration of cortisol in the blood is an important indicator of the level of aggression. Simultaneously, the signal from the tonsils to start the behavior enters the frontal cortex. With its functional deficiency, there is a failure in building a behavioral program and monitoring its achievement. Functional immaturity in the development of subcortical (subcortical-stem) brain structures is considered one of the main causes of extreme emotions and impulses, conflicts and contradictions in the school children ' behavior.

There are three main levels of organization of interhemispheric interaction, successively arising in ontogenesis [2]. The first level includes interhemispheric connections of the brain stem and basal nuclei. At this level, "a basis is laid for the provision of neurophysiological, neurohumoral, somatovegetative and neurochemical asymmetries underlying the somatic, affective and cognitive status of the child" [2]. The second level is the level of the interhippocampal commissure. Finally, the third level (the level of transcallosal links) provides interhemispheric organization in the sphere of arbitrary regulation and cognitive styles of personality.

Approximately up to 8 years in the formation of interhemispheric connections, activation of inter-hippocampal commissural systems takes place. This complex begins to play a leading role in the organization of interhemispheric provision of polysensory, intermodal cognitive and emotional-motivational integration. The most important function of inter-hippocampal connections is interhemispheric stabilization and the organization of mnestic processes. Also during this period, the dominance of the hemispheres of the brain by hand and speech is formed. At this stage, in the case of lack of formation of interhemispheric connections, such phenomena as: aggressive outbreaks, signs of right-hand epicontinism or psychosomatic manifestations due to the complexity of the verbalization of affect can occur. Comprehension and transfer from the right into the left hemisphere of strong experiences.

Junior school age is a priority for the development of a complex of transcallosal connections (corpus callosum), which lasts from 7 to 12-15 years. Neurophysiologically, this is supported by the formation of the "Walter wave" - the central mechanism of voluntary attention. Thus, the corpus callosum
provides interhemispheric organization of mental processes on the most important for social adaptation - regulatory, socioculturally mediated level of their course. At this level, interhemispheric interactions help the child not only build their own programs of behavior, set clear goals, but also control them in accordance with the requirements of society. With the delay in the formation of interhemispheric interactions at the level of the corpus callosum, junior schoolchildren have unbalanced emotions and behavioral disadaptation. Peculiarities of the child's behavior, directly related to the disruption of the functional development of brain structures, can be exacerbated and fixed by the wrong style of pedagogical communication and family upbringing [10]. From our point of view, when forming stable negative patterns of behavior, the child has a combination of external (pedagogical and social) and internal (neuropsychological) factors.

<table>
<thead>
<tr>
<th>Symptomocomplexes</th>
<th>Symptom</th>
<th>Characterization</th>
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<tbody>
<tr>
<td>subcortical-frontal neuropsychological syndrome</td>
<td>syndrome of functional insufficiency of subcortical (subcortical-stem) brain structures</td>
<td>increased fatigue, inertia, insufficient balance of the processes of excitation and inhibition, a long &quot;period of working&quot;, fluctuations in productivity, distortion of the pace of activity. In connection with neurodynamic dysfunctions, children experience difficulties both in games with peers. This has a negative impact on the developing self-esteem of children, as well as at the level of their acceptance by peers. One of the distinctive features of the emotional sphere and the behavior of these children is dependence on the general functional state: fatigue, unfavorable meteorological conditions, etc., lead to an increase in negative emotional-behavioral manifestations. the function of regulation of behavior and interpersonal relations is reduced</td>
</tr>
<tr>
<td>insufficiency of voluntary regulation of mental activity</td>
<td>lateness in the development of the prefrontal brain regions and the connections between the frontal lobes and the subcortical-stem structures of the brain</td>
<td>When analyzing the characteristics of the emotional-volitional sphere in children of this group, the difficulties of controlling emotions, emotional lability, insufficient maturity of the higher levels of the affective sphere, come to the fore. Insufficient formation of &quot;social&quot; emotions (feelings of duty, responsibility, guilt for misconduct, etc.), are characterized by impulsiveness of behavior, children violate the rules of conduct, do not observe the distance when communicating with the teacher</td>
</tr>
<tr>
<td>Paroxysm of emotions and behavioral reactions</td>
<td>Lateness in the formation of interhemispheric interaction</td>
<td>strong fidgeting, quick temper, hysteria, some pretentiousness, weak effectiveness of rewards and punishments, egocentrism, orientation almost exclusively to one's fantasies, desires, prefer solitude or communication not with peers, but with older children, in communicating with others people they often lie, threaten, call themselves, gladly complain, often add a tendency to demonstrative behavior, aggression, theft, shoots</td>
</tr>
</tbody>
</table>

It should be noted that to a greater or lesser degree for all syndromes, neuropsychological conflict manifestations (although somewhat different in nature) are noted in children with a second (frontal) and third syndromes.

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At the heart of each of them is the underlying disorder, which is the basis of the syndrome, manifests itself most vividly, is symptom-forming and in the greatest degree interferes with the normal socialization of the younger schoolboy. As B. Zaigarnik noted, ‘’the same pathopsychological symptom can be caused by various mechanisms, it can be an indicator of various states ... The nature of the disorders is not pathognomonic, i.e. specific for a particular disease; it is only typical for them and should be evaluated in conjunction with data from a holistic pathopsychological study ’’[6, p. 24]. It should be emphasized that conflicts have become one of the most difficult problems in the life of a modern school. Students, interacting with adults, peers, the surrounding socio-cultural environment, quite often at different levels and in different circumstances, face conflicts. The number of conflicts in the ‘’teacher-student’’ system and ‘’pupil-student’’ is constantly growing. Almost as a norm, the absence of positive relationships between the teacher and schoolchildren is perceived, the emotional and spiritual distance between them increases; mutual interest in each other falls, and the students' motivation for learning decreases.

The Results of the Study. In a junior school, conflict situations frequently happen. To the reasons, such conflict behavior of children, first of all it is necessary to attribute a psychological climate in the family [5,7,9]. As shown by the conversation with teachers and parents of junior schoolchildren - far from all families parents pay due attention to their children. It turns out that parents often do not know their children: what their child is interested in, what subjects he likes, and with what difficulties; how the student's relationship with peers develops; about what dreams and so on. Consider, on an example of research, the kinds of conflicts that can cause negative reactions in younger schoolchildren.

The study involved 67 schoolchildren (29 boys and 38 girls). Class leaders conducted observations and expert assessment of behavioral manifestations of junior schoolchildren daily for two months. The results of the examination were recorded in the questionnaire for teachers "Behavioral manifestations in conflict situations". The questionnaire is designed to identify typical conflict situations between children of primary school age and the frequency of their occurrence in the school environment. The results of the study showed that the nature of conflict situations among boys and girls of lower grades differs significantly in terms of quantitative and qualitative indicators (Table 1 and Table 2). Usually conflict situations among children of primary school age arise through mutual insults or insults, on the one hand. Many children of primary classes are not yet able to fully express in words all their thoughts, emotions, protect themselves in case of aggression from another child.

Analysis of the percentage trends in the incidence and nature of conflict situations between boys and girls makes it possible to assert that younger schoolchildren have typical differences in the creation and resolution of conflict situations.

<table>
<thead>
<tr>
<th>The nature of conflict situations</th>
<th>Result in (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>verbal aggression</td>
<td>17,5</td>
</tr>
<tr>
<td>non-verbal aggression</td>
<td>9,5</td>
</tr>
<tr>
<td>physical aggression</td>
<td>29,5</td>
</tr>
<tr>
<td>rivalry</td>
<td>24,7</td>
</tr>
<tr>
<td>envy</td>
<td>5,5</td>
</tr>
<tr>
<td>toadying</td>
<td>5,4</td>
</tr>
<tr>
<td>slander</td>
<td>6,4</td>
</tr>
<tr>
<td>others</td>
<td>1,5</td>
</tr>
</tbody>
</table>

In conflict situations, boys develop fights, girls usually have a silent grudge, which traumatizes the child's psyche much more. The results of the empirical study showed that younger schoolchildren mainly fall into the struggle for leadership, rivalry (24.7%) in the strength, courage and commitment of girls (see Figure 1). They have a characteristic way of resolving conflict situations. This, above all,
physical aggression (29.5%) and verbal aggression (17.5%). Physical aggression among boys is manifested in causing physical harm, fights and the like. The manifestations of physical aggression against girls are of an indirect verbal nature (gossip, slander).

The predominance of physical aggression in children in resolving conflict situations indicates insufficient control of the emotional and volitional qualities of younger schoolchildren. The struggle for leadership among boys is usually provoked by a low level of self-esteem, a desire to show themselves, to compensate for shortcomings and complexes. Verbal aggression in boys usually precedes manifestations of physical aggression and has the form of threats, insults, humiliations, cries of nicknames, mockery, ridicule and the like. Indicators of non-verbal aggression in boys account for 9.5% of the number of conflict situations and are manifested by gross gestures, grimaces and threatening actions towards the enemy. Envy (5.5%), toadying (5.4%) and slander (6.4%) are not significant in the behavior of boys in primary school age and occasionally cause conflict situations.

As the results of the empirical study have shown, conflict situations among girls of lower grades mainly arise through mutual offenses (see Table 2). For them, the main factors in the emergence of conflict situations are, first of all, the manifestations of sycophancy (21.1%), as well as envy (19.4%) and slander (18.3%). The envy index (19.4%) among girls is quite high, it is almost four times higher than that of boys. This indicates that girls have a clearer ability to compare and compare themselves with their peers. Especially it concerns the success in studying and extracurricular activities, mental and creative abilities, as well as physical attractiveness, neatness, clothes, accessories, school supplies and the like. Envy of girls often arises because of the different social status of the family. Envy provokes discontent, frustration, is the basis for the formation of low self-esteem.

<table>
<thead>
<tr>
<th>The nature of conflict situations</th>
<th>Result in (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>verbal aggression</td>
<td>15,7</td>
</tr>
<tr>
<td>non-verbal aggression</td>
<td>15,6</td>
</tr>
<tr>
<td>physical aggression</td>
<td>3,4</td>
</tr>
<tr>
<td>rivalry</td>
<td>5,4</td>
</tr>
<tr>
<td>envy</td>
<td>19,4</td>
</tr>
<tr>
<td>toadying</td>
<td>21,1</td>
</tr>
<tr>
<td>slander</td>
<td>18,3</td>
</tr>
<tr>
<td>others</td>
<td>1,1</td>
</tr>
</tbody>
</table>

Underdevelopment (21.1%) and slander (18.3%) are the main causes of conflict situations in girls. Rivalry (5.4%) among girls is manifested in connection with the assessment of the teacher's knowledge and skills, courtesy, and also about the appearance. Conflict behavior in girls is manifested in the form of verbal (15.7%) and non-verbal aggression (15.6%). Verbal aggression in girls is manifested by criticism, quarrels, ridicule, screaming, incitement, provocation. Among the girls, non-verbal aggression manifests itself in the form of grimaces, mannerisms, grimaces, looks and gestures that provoke conflict situations. In girls, physical aggression against boys is manifested primarily as a response to insults or physical acts.

An analysis of the observation of the behavior of children of primary school age showed that boys are more likely to choose behavioral tactics by the type of accusation of the external environment, and girls are more likely to accept guilt and responsibility for themselves. So, girls in their behavior are more focused on the implementation of norms and rules. For children more characteristic are a series of self-protective reactions, condemnation of someone, perception of guilt or avoiding reproaches. All this is aimed at protecting your own “Ego”. Girls of younger school age are more inclined to take the blame on themselves, and the conflict situation can cause a suspension or adjustment. Boys tend to
look for reasons for failure not in themselves, but the conflict situation becomes the impetus for competition with manifestations of aggression and violation of social norms. In the situation of the study, the children have difficulties in establishing contact, observing the distance.

Modern neuroindustry allows you to diversify the psychological and pedagogical activity in the prevention of deviant behavior of children. In the traditional understanding of practitioners, correctional programs most often should be a set of exercises aimed at training a weak function, that is, an already weak link in the child's mental activity should receive an additional burden without examining the reasons for its insufficiency. At present, the educational environment offers a different view, the neuropsychological approach. Within the framework of neuropsychological correction, A. Semenovich the principle of replacement ontogenesis is realized, which presupposes the development of brain support for mental functions.

The method of replacement ontogenesis is a neuropsychological technology that is effective for the prevention and correction of any type of development: from excessive to extremely unfavorable. Its universality is determined by the fact that the laws of brain development are unified for the norm, subnorm and pathology. All children should have interactions between the right and left hemispheres, between subcortical and cortical systems, etc. And they are formed according to certain laws described in neuropsychology of childhood.

Correlation of the current status of the child with the main stages of the formation of the brain organization of mental processes and the subsequent retrospective reproduction of those areas of ontogeny, which for one reason or another have not been fully mastered, in other words the basic principle of neuropedagogical work on the prevention of violations in the behavior of children is the passage of non-lasting stages. Neuropedagogical work with younger schoolchildren inclined to conflict behavior is conducted in two directions:
- Using the methods of motor praxis (neyrotrenirovok, stop-games, etc.);
- using the cognitive praxis proper.

Table 4. System of psychological and pedagogical work on the prevention of conflict behavior of school children

<table>
<thead>
<tr>
<th>Levels</th>
<th>Brain areas</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. energy supply of mental processes</td>
<td>subcortical and brain stem formation</td>
<td>exercises that increase the level of activation of the cerebral hemispheres (hand massage, finger exercises, breathing exercises)</td>
</tr>
<tr>
<td>providing verbal and nonverbal mental processes</td>
<td>posterior and premotor divisions of the right and left hemispheres of the brain and their interactions</td>
<td>exercises aimed at the development of interhemispheric interaction, the normalization of muscle tone (rolling, stretching parallel and cross movements, art therapy, sand therapy, neryoexercises, special technology)</td>
</tr>
<tr>
<td>arbitrary regulation and sense-forming function of mental processes</td>
<td>anterior (prefrontal) parts of the brain</td>
<td>exercises aimed at the formation of arbitrariness and attention (neurofitness, neurofibek, bost-technology, stop games, games with rules, wording of questions, explanations, development of communication skills, neryoexercises)</td>
</tr>
</tbody>
</table>
It is possible to avoid negative consequences if to react in time and carry out prevention of conflict situations, which cover four areas:

1) creation of objective conditions that prevent the emergence and destructive development of pre-conflict situations;
2) optimization of organizational and managerial conditions, creation and functioning of organizations;
3) elimination of socio-psychological factors of conflict;
4) blocking personal factors of conflict.

As the scientists note, in order for prevention to be successful, all items should be used in direct interaction and simultaneously in all directions [2,8].

Conclusions and offers.

So, in the process of empirical investigation of the behavior of younger schoolchildren in conflict situations, differences in the behavior of boys and girls were revealed. All children should have interactions between the right and left hemispheres, between subcortical and cortical systems, etc. And they are formed according to certain laws described in neuropsychology of childhood.

Taking into account these features will help primary school teachers and school psychologists to effectively influence the behavior of younger schoolchildren with a view to preventing and resolving conflict situations.

A group of children with borderline states is both an easy and complex category in terms of neuropsychological diagnosis and work. On the one hand, with the help of well-organized neuropsychological correction, it is possible to effectively overcome the child's disabilities of behavior and communication, to prevent the further development of conflict states. On the other hand, a weakly expressed pathology may not attract attention and be underestimated by parents and educators. As a result, the likelihood of deviant behavior (including suicidal behavior) increases, the appearance of various dependencies, neurotic reactions, the formation of certain accentuations of character. This can be prevented with the help of timely neuropsychological correction.

1) in the course of correction, an increase in overall mental activity, working capacity is provided;
2) neuropsychological exercises allow to form attention as a purposeful selective activity, and as a skill of self-control, regulation of activity improves;
3) under the influence of the corrective influence, there are improvements in the affective organization of mental activity, due to which the emotional and personal qualities of children develop.

Neuropsychological correction is one of the most effective technologies of work, allowing to obtain a result in cognitive development, and in the development of regulatory functions, and also contributes to the emotional, personal and communicative development of children.

REFERENCES